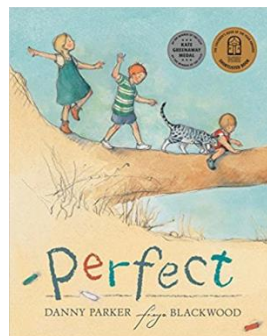
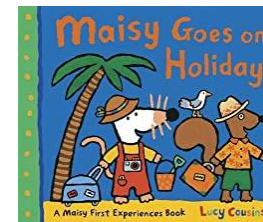
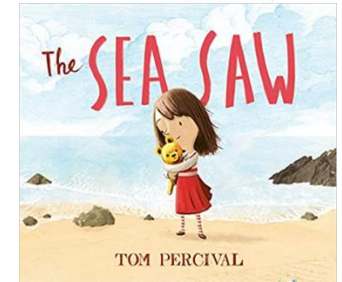
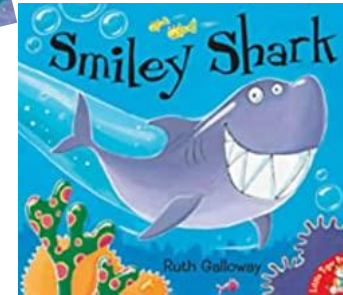
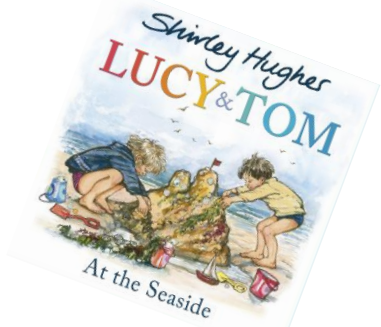


## What's it like at the seaside?

During this half term, children prepare for the transition to reception. Children realise that the world is a big place and it may be different from their own home and community.

1. Children talk about if they have ever been to the seaside. The talk about what they need to pack and how they may get there. Would they go in a car, on a train, on a bus, on an aeroplane etc.
2. Children look at pictures of the seaside and consider what they would do if they went there. How do they know it's the seaside?
3. Children compare seaside holidays to going to other places. Would they need to wear something different? When do they need to wear something different at the seaside?
4. Children look at the ocean and learn about some of the amazing creatures that live in it.
5. Children consider ways to protect our wonderful world. How can we keep our ocean clean?



## Vocabulary

Nursery Medium Term Planning  
 Summer 1

**What's it like at the seaside?**



**Communication and Language**

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

**Literacy**

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. **Phase 1**

**Mathematics**

**Children will learn to:**

- Subitise up to 3
- Recite numbers past 5
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (the cardinal principle).
- Show 'finger numbers' up to 5.

**Seasonal Activities**

**May Day, Sports Day, St George's Day, Christian Aid Week**

**Outside Learning**

Role play different animals and consider how they travel, climb, feed etc.  
 Create homes for different places in the world and explain how it will provide shelter.  
 Explore the changing nature in spring

**Effective Teaching and Learning**

**Playing and Exploring** – playing with what they know and being willing to 'have a go'

**Active Learning**- Being involved and concentrating, keeping trying and enjoying the achievements that they make.

**Creating and Thinking Critically** - Having their own ideas, making links and choosing ways to do things.

**Physical Development - Athletics**

- Start taking part in some group activities which they make up for themselves, or in teams.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Use a comfortable grip with good control when holding pens and pencils.

**Spend time taking part in different races to practise for sports day.**

**Understanding the World**

- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

**Personal, Social and Emotional Development**

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Understand gradually how others might be feeling.

**Expressive Arts and Design**

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- **Artist Study – Monet**

**British Values**

Children will learn about mutual respect and tolerance when learning about life in places around the world. They will use a democratic process to choose fundraising activities for Christian Aid.

**R.E.**

What makes places special?