

Prior Learning	Key Vocabulary		Key Knowledge
<ul style="list-style-type: none"> Insects have six legs, three body parts, antennae and most have one or two pairs of wings Reptiles are animals that have dry, scaly skin and lay eggs. Birds are animals that have beaks and feathers and lay eggs. The weather, environment and living things are different in different places around the world. Animals eat different kinds of food, including other animals, plants or both animals and plants. To understand the importance of bees and how they make honey 	<p>Global warming</p>	<p>The long-term heating of the Earth's surface</p>	<ul style="list-style-type: none"> The polar regions, the Arctic and Antarctic, are always cold and icy. Animals live in different habitats. Rock pools are habitats for many animals, such as starfish, crabs, anemones, mussels, barnacles and periwinkles. Fish use gills to breathe. They use their tails to swim and have fins to keep them upright. The way that people lived in the past is not the same as the way that we live now Leaving litter on beaches can harm marine life. The ocean covers over two thirds of the surface of the Earth.
	<p>Pollution</p>	<p>The introduction of harmful materials into the environment</p>	
	<p>Recycle</p>	<p>To collect and treat objects which can be used again</p>	
	<p>Pollution</p>	<p>When things that don't belong somewhere, like rubbish make the earth unhealthy</p>	
	<p>Gills</p>	<p>The body part that helps a fish breathe underwater</p>	
	<p>Ocean</p>	<p>A body of saltwater</p>	

On the Beach - Key texts



These are the objectives from the Early Years curriculum that we will be focusing on in Summer 2 half term

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Use new vocabulary in different contexts • Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Be able to take turns with others. • Show resilience and perseverance in the face of challenge. • Know right from wrong and try to behave accordingly. • Think about the perspective of others. • Begin to regulate their behaviour. • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity <ul style="list-style-type: none"> o healthy eating o toothbrushing o sensible amounts of 'screen time' o having a good sleep routine o being a safe pedestrian 	<p>We will learn...</p> <ul style="list-style-type: none"> • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient . • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>We will learn to ...</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Read common exception words matched to the school's phonics programme. • Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

<i>Mathematics</i>	<i>Understanding the World</i>	<i>Expressive Arts and Design</i>	<i>At Home</i>
<p>(White Rose) We will learn to...</p> <ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Count beyond 20. • Automatically recall number bonds for numbers 0-10. • Subitise. 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map (revisit) • Explore the natural world around them (Spring to Summer) • Describe what they see, hear and feel whilst outside. 	<p>We will learn to...</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>You can help us by...</p> <ul style="list-style-type: none"> • Sharing books and stories every day (Recording in reading record) • Reading your child's book at home which has been sent in their book bag (Books changed every Friday) • Practising their phonics using the QR codes sent home • Discussing what we see in the world around us, for instance, while out shopping or on a walk • Looking for signs of Summer together • Encourage writing for different reasons, such as: shopping lists, stories, recipes, birthday cards • Encourage independence when going to the toilet, getting dressed, eating or tidying up (Choose it, use it, put it away) • Counting everyday things (steps, fruit, cups on the table) and noticing numbers around us (number on your front door, number on the bus, numbers on the remote) • Practising number formation to 10

We will be interested in and pose questions/find answers

- What is my favourite book? Why?
- Which animals live in the ocean?
- Why shouldn't we leave litter at the beach?
- Can I order the sounds of my name correctly?
- Can I recognise what sounds words begin with?
- Do I know the date, month and year I was born?

