



Topic Map: Reception Term: Summer 2
TITLE: Beaches



Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Understanding the World

- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- Talk about why things happen and how things work.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about features of their own immediate environment and how environments might vary from one another.
- Talk about past and present events in their own lives and in the lives of family members.
- Make observations of animals and plants and explain why some things occur, and talk about changes.
- Select and use technology for different purposes.
- Recognise that technology is used in place such as homes and schools.

R.E

Reconciliation – Inter Relating: Friends

This topic learning outcomes: Know and understand:

- We can make friends – **Explore**
- Jesus had good friends. What Jesus tells us about friendship – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above - **Respond**

Universal Church – World: Our World

This Topic: learning outcomes

Know and understand:

- What we love and wonder about our world – **Explore**
- God gave us this wonderful world – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above - **Respond**

Music

The children will be learning songs and dance moves for the end of year Graduation performance.

Mandarin

This term the children will be learning all about:

- Numbers
- Age
- Name
- Greetings
- Family members
- Colours
- Clothes

Class Books

The Sand Horse by Ann Turnbull and Michael Foreman
Melrose and Croc beside the Sea by Emma Chichester
Rover by Michael Rosen and Neil Layton
Little Rabbit Lost by Harry
Meerkat Mail by Emily Gravett
At The Beach by Roland Harvey

Poems

Until I Saw the Sea by Lilian Moore
The Seaside by Jo Peters
Crab Dance by Grace Nichols
At the Seaside by Robert Louis Stevenson

...And many more brilliant books!

Wow Experiences

The Beach

Physical Development

- Show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space.
- Handle equipment and tools effectively, including pencils for writing.
- Know the importance for good health (in self and animals) of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Mathematics

- Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Solve problems, including doubling, halving and sharing.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.
- Recognise, create and describe patterns.
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
- Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.



Literacy

Reading

- Read familiar sentence, add new words/read these.
- Listen with attention to a new story /discuss it
- Discuss different books read and give /listen to opinions.
- Shared read postcards - take information on board.
- Re-read postcards; decide if they are describing a place or saying what happened
- Read a book of postcards and look at the detail of information given.
- Children identify features of a rhyme and generate rhyming words using phonic clues.
- Children read a tongue twister together.

Writing

- Write place names together using phonic clues
- Together explore new vocab and write new words.
- Plan/write own version of a familiar story, add new parts but keep same sequence of events.
- Shared write a list of things needed to take to the beach based on story.
- Plan descriptions of everyday objects and events written from a pet's point of view.
- Write new words using phonic clues.
- Shared write a postcard describing a familiar place.
- Look at the layout of a postcard. Think about and plan our own postcards.
- Look at how to write an address and attempt to write your own.
- Shared write a postcard using the standard layout.
- Group writing of words associated with a poem read.
- Children write additional verse to poem based on poems read.

Personal, Social and Emotional Development

- Confident to speak in a familiar group will talk about their ideas, and will choose the resources they need for their chosen activity.
- Work as part of a group or class, and understand and follow the rules.
- Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Adjust their behaviour to different situations, and take changes of routine in their stride.
- Play co-operatively, taking turns with others.
- Take account of one another's ideas about how to organise their activity.

Communication and Language

Speaking and listening

- Listen with attention /concentration to a story.
- Sequence a familiar story/learn it off by heart to retell in their own words.
- Relate story to own experience, giving own recounts, listening to others recount theirs.
- Listen to a story and think about who is telling the story.
- Role play pet dog scenarios.
- Listen to a story with attention / discuss & relate to how the character feels.
- Listen to a story. Pay attention to details and relate to own experiences.
- Think about own experiences, remember events and describe these to others. Listen attentively.
- Children listen to a sound clip and share personal experiences.