



## Summer 2 Reception Medium Term Planning – At a Beach/Under the Sea

The theme of conservation will run throughout the topic, culminating in an 11 b4 11 project to make a sculpture out of plastic re-cycled materials (make something special).

Text: [Rocket Says Clean Up! by Nathan Bryon & Illustrated by Dapo Adeola I Read Aloud I - YouTube](#)

Vocabulary: conservation, pollution, recycle, reuse, reduce, plastic, material

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Theme	What is a beach?	Where the land meets the sea	What lives below the sea?	Who lives at the seaside?	Pirates	Transition
Focus Text	Sally and the Limpet	'The Beach' poem by Michael Rosen	The Rainbow Fish	The Lighthouse Keeper's Lunch	On a Pirate Ship	A Huge Bag of Worries
Vocabulary	safety sun sea beach sand ocean land wave weather hot cold wind	sea beach place map coastline	sea creature fish octopus seal	seaside human animal float sink lighthouse lighthouse keeper	pirate ship treasure map sail	change Year 1 new teacher

<b>Communication and Language</b> <b>Speaking</b> <b>Listening, Attention and Understanding</b>	<p>LTP: To ask relevant questions and make relevant comments in relation to what they have heard.</p> <p>LO: I can listen and talk about how to keep safe in the sun and in the sea.</p> <p>Activity: Learn about RNLI (lifeboats).</p> <p>Questions: What is a lifeboat? Who works on lifeboat services? Who needs a lifeboat? How can you keep safe by the water/at the beach? How do we keep our body healthy on a hot day?</p>	<p>LTP: To connect one idea to another using a range of connectives 'or' 'because'.</p> <p>LO: I can talk about different environments and how they are different to where I live.</p> <p>Activity: Comparing different areas of the UK with a focus on seaside/ countryside. Look at pictures of different environments from around the UK. Use Google Earth to find our locality, then use it to compare to other places. Describe the differences.</p> <p>Questions: What is the same? What is different? What sounds do you think you might hear?</p>	<p>LTP: To enjoy talking with others and join in with group conversations and games.</p> <p>LO: I can listen, remember and extend.</p> <p>Activity: Look at different pictures of animals – play 'I went to the shop' type game but 'Under the sea I saw...' Can children remember what was said before?</p> <p>Questions: What sea creature can you think of? What came before? Can you listen carefully until your turn?</p>	<p>LTP: To use talk to work out problems.</p> <p>LO: I can describe an object.</p> <p>Activity: Children to feel different items in the picnic basket without looking, describing to their friends to guess the item.</p> <p>Questions: What can you feel? Can you describe it? What shape is it? How big? What texture does it have?</p>	<p>LTP: To continue to learn and use more words including in stories and non-fiction texts, asking what new words mean.</p> <p>LO: I can follow verbal instructions using words from the story.</p> <p>Activity: Hide a treasure chest indoors/ outdoors. Children to find it following simple verbal instructions.</p> <p>Questions: Can you listen carefully to the instructions to find the treasure chest?</p>	<p>LTP: To connect one idea to another using a range of connectives 'or' 'because'.</p> <p>LO: I can talk about and accept change.</p> <p>Transition activity: A memory of Reception and a challenge for Y1.</p> <p>Questions: What is a memory? What was your favourite memory of Reception? What is your challenge for Year 1?</p>
<b>PSED</b> <b>Managing Self</b> <b>Building Relationships</b>	<p>LTP: To be able to give focused attention in adult led sessions.</p> <p>LO: I can recall and demonstrate water and sun safety.</p> <p>Activity: Discussions around sun safety and using sunscreen. Look at different beach safety flags and discuss meanings. How to stay safe on the beach.</p>	<p>LTP: To know what they need to carry out their intended activity.</p> <p>LO: I can work collaboratively with friends to carry out a directed task.</p> <p>Activity: Sculpt a sandcastle with specific features as set by the teacher – sharing ideas and listening to others.</p> <p>Questions: Can you work as a team? How do you know what you need to achieve your goal? What could you</p>	<p>LTP: To understand their own and others' feelings.</p> <p>LO: I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Activity: Discuss similarities and differences between people and understand how and why it is important to be kind.</p> <p>Questions: What happened in The Rainbow Fish story?</p>	<p>LTP: To be able to give focused attention in adult led sessions.</p> <p>LO: I can recall and demonstrate water and sun safety.</p> <p>Activity: Discussions around water safety – pond, river, sea, bath, swimming pool, paddling pool.</p> <p>Questions: How can you stay safe around water?</p>	<p>LTP: To understand their own and others' feelings.</p> <p>LO: I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Activity: Discussion about pirates.</p> <p>Questions: Should we take (steal) something that isn't ours? What could we say to someone if they want something we have?</p>	<p>LTP: To understand their own and others' feelings.</p> <p>LO: I can talk about and accept change.</p> <p>Transition activity: Watch and talk about 'Jake's First Day in His New Class'.</p> <p>Questions: What are you excited about? Are you worried about anything?</p>

	<p>Questions: How can you stay safe on the beach? What do the different flags look like? What are the features of each flag? Why is it important to follow the flags' instructions? What is suncream? What does it do? Why do we need protection from the sun? What happens if we don't use suncream?</p>	<p>use? How could you make it better?</p>	<p>What was he like at the beginning of the story? Why? How was he kind? Why is it good to share?</p>			
<p><b>Physical Development</b> <b>Fine Motor</b> <b>Gross Motor</b></p>	<p>LTP: To introduce simple dribbling with hands and feet (e.g. bouncing a ball, kicking).</p> <p>LO: I can use the ball for dribbling, throwing and catching.</p> <p>Activity: Beach balls for the children to practise throwing and catching.</p> <p>Questions: Do you need to throw the ball over arm or under arm to reach your partner? How do you show you're ready to catch the ball? How will you position your feet to help you throw the ball?</p> <p>LTP: To use a range of small tools-pens, pencils, scissors, paint brushes and cutlery with the correct grip.</p>	<p>LTP: To begin to take turns independently and promote turn taking or sharing actively.</p> <p>LO: I can develop my coordination skills by throwing and catching a frisbee.</p> <p>Activity: Frisby for the children to practise sending and receiving and developing their turn taking.</p> <p>Questions: How far do you think you can throw it? How do I throw it? What do I need to remember when throwing? How can we make sure we both have a go?</p> <p>LTP: To handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p>LO: I can develop my fine motor skills by pinching.</p>	<p>LTP: To use lots of different ways of moving and travelling.</p> <p>LO: I can move in a range of ways.</p> <p>Activity: Movements around a space as seaside creatures i.e. crab, sideways walking, eel slithering.</p> <p>Questions: How do you think a .... moves? Can you move like a ...? Can you go faster? Slower?</p> <p>LTP: To handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p>LO: I can develop my fine motor skills by threading wool.</p> <p>Activity: Threading wool through paper plates to make jelly fish.</p>	<p>LTP: To begin to take turns independently and promote turn taking or sharing actively.</p> <p>LO: I can take turns to develop my hand eye coordination.</p> <p>Activity: Create a pulley system in the outdoor area to transport a picnic basket. Children to practise their turn taking while using the pulley system.</p> <p>Questions: What could we use to transport items? How do we have to connect it? How do you know when your go is finished? What did the lighthouse keeper use?</p> <p>LTP: To handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>LTP: To be increasingly able to use and remember sequences and patterns of movements.</p> <p>LO: I can move in a variety of ways.</p> <p>Activity: Create a dance to go with a beach themed soundtrack/sea shanty.</p> <p>Questions: How could we dance to this? Does anyone remember what happens next in our song? Can you do this movement?</p> <p>LTP: To handle tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p>LO: I can develop my fine motor skills by threading a necklace.</p>	<p>As for last week</p>

	<p>LO: I can develop my fine motor skills using magnets.</p> <p>Activity: Beach scene with paper clips and other metal items for the children to collect with a magnet.</p> <p>Questions: What have you found in the sand? How has your magnet found it? What else might you find?</p>	<p>Activity: Pressing shells into playdough and pinch to remove.</p> <p>Questions: Can you roll a ball, make it flat? Can you press the shell lightly? Can you press hard? What can you see? What shape is left?</p>	<p>Questions: How are you going to join the thread to the paper? Which part of your body do you need to use to thread?</p>	<p>LO: I can develop my fine motor skills by using tweezers.</p> <p>Activity: Use tweezers to move the correct number of pom poms (linked to number bonds of 10).</p> <p>Questions: How many pom poms do you need to add? What number is this? Can you tell me how many more I need to add?</p>	<p>Activity: Threading beads/pasta to make a necklace (pirate treasure).</p> <p>Questions: What design are you going to do? How will you construct/ put your necklace together?</p>	
<p><b>Literacy</b> <b>Comprehension</b> <b>Word Reading</b> <b>Writing</b></p>	<p>To write simple sentences.</p> <p>Show the children a seaside picture – pick an element to describe – e.g. seagull, surfers. Model creating sentences to describe the beach.</p>	<p>Descriptive sentences.</p> <p>1.To identify rhyming words and their spelling patterns.</p> <p>While reading the poem, listen for words that rhyme. Identify spelling patterns. Give the children some words to think of rhyming words – create rhyming pairs.</p> <p>2.To use descriptive language.</p> <p>Hear - Listen to sounds from the seaside – What can they hear? Use a picture to support their identification of what made the sound. Touch – Give children opportunities to feel different materials, sand, shells, star fish, seaweed. See – Look at different pictures- zoom in and describe what they see.</p>	<p>Fact file.</p> <p>1.To identify the features of a fact file.</p> <p>Show a number of fact files with important facts about a number of sea creatures.</p> <p>2. To write simple phrase/sentences.</p> <p>Create a bank of facts around sea creatures.</p> <p>3.Model labelling a picture.</p> <p>Children select a picture, identify key labels and select from a key words bank if necessary.</p> <p>4. To write a fact file.</p> <p>Use a fact file format on A3 to model or on a board. Children have A3 paper – select a creature and add information</p>	<p>Instructions through fiction.</p> <p>1.To explore features of instructions.</p> <p>Explore a recipe – look at the list of ingredients, check them off – follow the instructions. Make a sandwich as a class.</p> <p>2.To follow instructions.</p> <p>Teacher reads and children all have a go at making a simple sandwich. Take pictures of the process ready for children to use in their writing.</p> <p>3.To write a set of instructions.</p> <p>Children use the pictures to write instructions to describe what they did at each stage. Include ingredients list.</p>	<p>Instructions through fiction.</p> <p>1.To sequence a story/act out, create a text map of the story.</p> <p>Share the story and sequence the events to find the treasure. Act out.</p> <p>2. To understand and follow simple instructions.</p> <p>Listen to the instructions from the text, interpret them to draw a treasure map.</p> <p>3. To write simple sentences.</p> <p>Children write a simple set of instructions to describe their treasure hunt. Consider time connectives and encourage them to describe how to move around the different</p>	<p>To write simple sentences.</p> <p>Transition activity: Write a memory of Reception and a challenge for Y1.</p>

		<p>3.To build a descriptive word bank.</p> <p>Children describe what they see. Capture this around each picture to use as a writing prompt in the next lesson.</p> <p>4.To write simple sentences.</p> <p>Show the children a sequence of seaside pictures. Pick an element to describe e.g. seagull, surfers.</p> <p>Model creating sentences to describe the beach.</p>	<p>about their creature. Create a class book to display.</p>		<p>aspects. Retell for friends to act it out. Each group may write a different section of the course if it needs breaking down.</p>	
<p><b>Understanding the World</b></p> <p><b>Past and Present People, Culture and Communities</b></p> <p><b>The Natural World</b></p>	<p>LTP: To talk about the difference between materials and changes they notice.</p> <p>LO: I can observe and describe changing states of matter.</p> <p>Activity: Show children sand sculptures. Model making a sandcastle with dry sand – What happens? What do they need to do to ensure they can make a sculpture? Choose simple castles for children to explore in teams and make. Remind of safety around collecting water at the beach – where would you get it from? What do you need to be careful of? (digging holes too deep etc.)</p>	<p>LTP: To follow and create simple maps.</p> <p>LO: I can identify sea and land using a map of the world and then zooming in on the UK.</p> <p>Activity: Show a map of the world. Zoom in on the UK Zoom in further to a location within the UK. Is it all green or do we live near the sea? Establish we live on an island as we are surrounded by sea.</p> <p>Questions: What do you notice? What is the blue and what is the green? Where do we live? Have you ever been to the beach? I wonder how we would get there?</p>	<p>LTP: To name common animals they may see near the seaside.</p> <p>LO: I can understand, compare and describe sea creatures to those living on land.</p> <p>Activity: Use pictures to name and describe the differences (How do they look, breathe, eat?).</p> <p>Questions: What animals can you see? Have you ever seen a....? I wonder what it would feel like? How do the animals live in the water? How do they look? What food do you think they would eat?</p>	<p>LTP: To identify similarities and differences between a new location and the one in which they live.</p> <p>LO: I can understand the job of a lighthouse.</p> <p>Activity: Look at a picture of a lighthouse. What is it used for? Do we still have them? Why are some houses now and not working light houses?</p> <p>Questions: Why do we have lighthouses? What are they used for? Why are they called a lighthouse?</p>	<p>LTP: To show interest in the passing of time and how things around them change (explore landscapes and buildings).</p> <p>LO: I can identify some similarities and differences between things in the past and now.</p> <p>Activity: Look at treasure maps that pirates may have used/created in the past and current maps as well as online. Which are they familiar with? Why didn't pirates use online maps?</p> <p>Questions: What do you notice on the map? I wonder what they used it for? What do you think the treasure was? Can you notice any similarities or differences? What do you think... is?</p>	<p>LTP: To show interest in the passing of time and how they have changed.</p> <p>LO: I can identify some similarities and differences between now and in the near future.</p> <p>Transition activity: Order a timeline of themselves as a baby – Nursery age – Reception age – Y1 age.</p> <p>Questions: What couldn't you do when you were a baby? How have you changed?</p>



Climate Curriculum	<p>Sing songs, play games, have circle time regularly in green spaces.</p> <p>Comment on day-to-day weather patterns.</p> <p>Know the extreme seasons (summer and winter) and comment on the common weather patterns.</p> <p>Know which clothes to wear for each weather type.</p> <p>Be exposed to stories around the world, in which people are taking positive action together.</p> <p>Take part in activities that promote positive human change (walk to school days, no electricity days).</p> <p>Begin to understand that the future will be different depending on what we do now. Pupils are exposed to positive stories of environmental advocates at an age-appropriate level.</p> <p>Participate in circle time to discuss viewpoint on nature and share opinions.</p> <p>Develop a positive relationship with nature.</p> <p>Children have the opportunity to 'think scientifically' and carry out and watch small science experiments in groups/with peers.</p> <p>Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.</p> <p>Children are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.</p>
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#### Links:

Beach past and present [The Beach - Magic Grandad - YouTube](#)

Impressive sandcastles [Top 5 Impressive Sand Castles - YouTube](#)

Sounds of the sea [Sounds of Southwold Seaside - YouTube](#)

Sounds at the seaside [EYFS: Listen and Play - At the seaside - BBC Teach](#)

Dance routine- [Just Dance Kids - Surfin' U.S.A. \(Wii Rip\) - YouTube](#)

Maths is taught through White Rose schemes. You can find out more at [Reception maths resources | White Rose Education](#)

Phonics is taught through Read Write Inc scheme. You can find out more at [www.ruthmiskin.com](http://www.ruthmiskin.com)