

Intent: the children will learn about the sea and what the seaside looked like in the past
Implementation: the children will learn through looking at timelines, video clips, images, stories, role play, science experiments and trips
Impact: the children will have a foundation knowledge about what our local and wider seaside looks like now and be able to compare to what it looked like in the past. They will be able to talk about travel on the sea and what it like under the sea. They will also have an understanding about how we can look after our sea.

**Early Years Foundation Stage – Reception
 Summer 2 Medium Term Planning
 3 Prime Areas of Learning
 On the Sea (History link)
 What did the seaside look like in the past?**

Key Vocabulary:
Past - gone by / no longer happens
Present – something that is happening now
Change – different to what it used to be
Old fashioned – not popular or modern for the current time we live
Design - the way something has been made or will be made
Fossil – the remains of an animal or a plant
Float – stay in top of a liquid
Sink – falls slowly to another level
Dense – how heavy something is

| Week | Personal, Social and Emotional Development | Communication and Language | Physical Development |
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| 1 The seaside | Circle time talking our own experiences at our local beach. Encourage the chn to ask each other questions about their experiences, e.g. what did you do while you were there? Who did you go with? Etc. PSED:MS&MR Rec: <ul style="list-style-type: none"> - See themselves as a valuable individual - Build constructive and respectful relationships | Engaging in the new stories in the Fabulous Five C&L:LAU Rec: <ul style="list-style-type: none"> - engage in story times - understand how to listen carefully and why listening is important | PE: Exploring movement at different levels of height PD:GMS Rec <ul style="list-style-type: none"> - Combine different movements with ease and fluency - Develop overall body-strength, balance, co-ordination and agility |
| 2 Our local beach in the past | Read the story 'Starry-Eyed Stan' to talk about how everyone is unique PSED:MS Rec: <ul style="list-style-type: none"> - See themselves as a valuable individual | Discussing the similarities/differences between our local beach in past to our local beach in the present C&L:S Rec: <ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences | PE: Exploring movement in different directions PD:GMS Rec <ul style="list-style-type: none"> - Combine different movements with ease and fluency - Develop overall body-strength, balance, co-ordination and agility |
| 3 The shipyards | Making rainbow fish – talking about what it means to be a good friend and how we should behave PSED:SR,MS&MR Rec: <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others - Explain the reasons for rules, know right from wrong and try to behave accordingly - Build constructive and respectful relationships - Think about the perspective of others | Retelling the story Hello Lighthouse by creating a story map C&L:LAU Rec: <ul style="list-style-type: none"> - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words | PE: Exploring co-ordination and catching to stop a ball PD:GMS Rec <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball |
| 4 Boats, ships and sailors | Listening to water music and talking about how it makes us feel/Cosmic Kids Yoga Squish the Fish PSED:SR Rec: <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others | Following clues to find the lost fish C&L:LAU Rec: <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions | PE: Exploring co-ordination and balance to roll a ball PD:GMS Rec <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball |
| 5 Under the sea | Encourage the chn to work together to create a large-scale submarine. Encourage them to talk each other throughout PSED:SR,MS&MR Rec: <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others - Show resilience and perseverance in the face of challenge - Build constructive and respectful relationships - Think about the perspective of others | Look at a range of non-fiction books about sea creatures to find facts about them. Display the reading area for the chn to look at during their play C&L:LAU Rec: <ul style="list-style-type: none"> - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | PE: Exploring balance and co-ordination to jump and land safely PD:GMS Rec <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing |

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| <p>6</p> <p>Treasures under the sea</p> | <p>Circle time focusing on the concept of treasure – what is special to you?</p> <p>PSED:MS&SR Rec:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual - Express their feelings and consider the feelings of others | <p>To be able to talk about sea creatures and plants, using new vocabulary that they have learned from the non-fiction books, e.g. fins and tentacles</p> <p>C&L:LAU Rec:</p> <ul style="list-style-type: none"> - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | <p>Participating in and creating obstacle courses</p> <p>PD:GMS Rec</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing |
| <p>7</p> <p>How can we care for the sea and the animals in it?</p> | <p>Water safety – discussing how to stay safe around water. Make a list of rules</p> <p>PSED:SR&MS Rec:</p> <ul style="list-style-type: none"> - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions - Explain the reasons for rules, know right from wrong and try to behave accordingly | <p>Discussing recycling and plastic damage on our oceans</p> <p>C&L:S Rec:</p> <ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | <p>End of academic year class disco and party games</p> <p>PD:GMS Rec</p> <ul style="list-style-type: none"> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing |

Early Years Foundation Stage – Reception
Summer 2 Medium Term Planning
3 Prime Areas of Learning
On the Sea (History link)
What did the seaside look like in the past?

| Week | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| <p>1</p> <p>The seaside</p> | <p><u>Sounds Write: The Extended Code (Sound /ee/ First Spellings <vy></u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p>Completing at the seaside I see writing frames. Drawing a picture of their experience at the beach and writing a sentence about it</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop | <p>Comparing quantities up to 10</p> <p>M:NP Rec</p> <ul style="list-style-type: none"> - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity | <p>Talking about our own experiences of being at our local beach, or a beach further away. Looking at our local beach (roker&seaburn) online and talking about what you can see/what you can do there</p> <p>UTW:PCC Rec</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p><u>Science (outdoor learning)</u></p> | <p>Begin the topic by learning songs to do with the sea, e.g. “A sailor went to sea.”, “A hole in the bottom of the sea.”, “1,2,3,4,5 once I caught a fish alive.”</p> <p>UTW:BIE Rec</p> <ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody - Sing a range of well-known nursery rhymes and songs |
| <p>2</p> <p>Our local beach in the past</p> | <p><u>Sounds Write: The Extended Code (Spelling /ea/ Sounds <ae></u></p> <p><u>Reading cycle – Fabulous Five</u></p> <p>Hello Lighthouse sequencing</p> <p>L:C Rec</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling | <p>Verbally counting beyond 20 by counting forwards and backwards daily and participating in games, e.g. rolling dices and snakes and ladders</p> <p>M:NP Rec</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system | <p>Comparing what our local beach (roker&seaburn) looks like now to what it looked like in the past. Look at images, including ones that are black and white. Sort the images out into two piles. Talk about the buildings their clothing etc.</p> <p>UTW:P&P Rec</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past - Know some similarities and differences | <p>Create an ocean and seaside role play area. Encourage the chn to think about what props they might need if they were to play in this area</p> <p>UTW:BIE Rec</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play - Invent, adapt and recount narratives and stories with peers and their teacher |

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| | <p>stories and narratives using their own words and recently introduced vocabulary</p> | | <p>between things in the past and now, drawing on their experiences and what has been read in class</p> <p><u>Science (outdoor learning)</u></p> | |
| <p>3 The shipyards</p> | <p>Sounds Write: The Extended Code (Spelling /ea/ Sounds <ee>)</p> <p>Reading cycle – Fabulous Five</p> <p>Hello Lighthouse story maps</p> <p>L:C Rec</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | <p>Revisit 2D and 3D shapes by looking at shapes within shapes and making shapes with other shapes</p> <p>M:NP Rec</p> <ul style="list-style-type: none"> - Select, rotate and manipulate shapes in order to develop spatial reasoning skills - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can | <p>Comparing the what the shipyards in Sunderland look like now to what they look like in the past. Get the chns families involved. Do they know anyone who worked on the shipyards? What was their experience like?</p> <p>UTW:P&P&PCC Rec</p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling - Talk about members of their immediate family and community <p><u>Science (outdoor learning)</u></p> | <p>Under the sea crafts, e.g. CD jellyfish, bubble wrap starfish, paper plate fish and tissue turtles</p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> - Safely use and explore a variety of - - materials, tools and techniques, experimenting with colour, design, texture, form and function |
| <p>4 Boats, ships and sailors</p> | <p>Sounds Write: The Extended Code (Sound /oe/ First Spellings <oa>)</p> <p>Reading cycle – Fabulous Five</p> <p>Hello Lighthouse story writing – beginning</p> <p>L:W&C Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | <p>Revisiting odd and even numbers, doubling and distributing qualities equally</p> <p>M:NP Rec</p> <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally | <p>Titanic – when did it set sail? Where was it going?</p> <p>UTW:P&P Rec</p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling <p>Looking at the first sailor Ferdinand Magellan. Comparing and contrasting the clothes that sailors where in the present and the past</p> <p>UTW:P&P Rec</p> <ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past <p><u>Science (outdoor learning)</u></p> | <p>Building boats that they can play with in the water tray, ensuring that they are using materials that will float</p> <p>EAD:CM Rec</p> <ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them - Share their creations, explaining the process they have used |
| <p>5 Under the sea</p> | <p>Sounds Write: The Extended Code (Sound /oe/ First Spellings <oa>)</p> <p>Reading cycle – Fabulous Five</p> <p>Write a fact file about a sea creature</p> <p>Hello Lighthouse story writing – middle</p> <p>L:W&C Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own | <p>CONSOLIDATION</p> | <p>Looking at the evolution of ships and boats and making a timeline</p> <p>UTW:P&P Rec</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <p><u>Science (outdoor learning)</u></p> | <p>Go to the music room to explore the instruments and think about what instruments would make the best sea noises. Use these instruments to create an under the sea band</p> <p>EAD:BI Rec</p> <ul style="list-style-type: none"> - 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 |

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| | words and recently introduced vocabulary | | | |
| 6 Treasures under the sea | <p>Sounds Write: The Extended Code (Sound /oe/ First Spellings <ow>)</p> <p>Reading cycle – Fabulous Five</p> <p>Hello Lighthouse story writing – end</p> <p>L:W&C Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | CONSOLIDATION | <p>Go on a fossil hunt to find the fossils that have been found under the sea. Look at the patterns on the fossil, what do you think it could have been?</p> <p>UTW:TNW Rec</p> <ul style="list-style-type: none"> - Explore the natural world around them - Describe what they see, hear and feel whilst outside - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>Science (outdoor learning)</p> | <p>Creating fossils made out of pasta and clay</p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function |
| 7 How can we care for the sea and the animals in it? | <p>Sounds Write: The Extended Code (Sound /oe/ First Spellings <oe>)</p> <p>Reading cycle – Fabulous Five</p> <p>Designing our own lighthouses and labelling key features of it</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s | CONSOLIDATION | <p>Floating and sinking science experiment (change experiment if the chn are interest in something in particular)</p> <p>UTW:TNW Rec</p> <ul style="list-style-type: none"> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p>Science (outdoor learning)</p> | <p>Have a class talent show, encouraging everyone to join in</p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music |