

### Communication and Language

Listen, learn and remember how to stay safe on the beach

- Use language to recreate roles during imaginative play

#### **Frogs:**

- Express your point of view and listen to other peoples opinions
- Engage in conversations with adults and answer why questions

#### **Tadpoles:**

- Understand simple questions about 'who', 'what' and 'where'
- Develop pretend play through word and actions



### Personal, Social and Emotional

- Extend friendship groups by including other children in games
- Gain confidence to talk to new adults and peers in school or new room
- With adult support adapt behaviour to different events eg sports day/graduation/transition days

#### **Frogs:**

- Talk with others to resolve conflicts
- Show an understanding of how others might be feeling

#### **Tadpoles:**

- Talk about your feelings in more elaborate ways eg im sad because...
- Notice and ask questions about differences eg skin colour, types of hair, gender, special needs/disabilities



### Physical Development

- Develop ball skills eg passing, scoring and rolling
- Run at different speeds
- Develop fine motor skills eg by using finer paintbrushes

#### **Frogs:**

- Remember and perform sequences and patterns of movements which are related to music and rhythm
- Move your body in different ways eg slithering, running, crawling, shuffling, hopping
- Develop scissor control and make snips in a range of materials

#### **Tadpoles:**

- Explore using different tools and materials eg clay, brushes, shells
- Gain independence in dressing and undressing
- Begin to gain an understanding of healthy choices.



### Literacy

- Create our own stories as a group and record them in different ways
- Explore mark making in mud, sand and paint

#### **Frogs:**

- Talk about our favourite parts of stories, repeat phrases and think of alternative endings
- Practise writing/forming letters

#### **Tadpoles:**

- Make marks on pictures to represent the first letter of your name
- Develop play around favourite stories using props



## Summer 2

### Theme: 'Sea and Coastal Life'



### Woodland:

- Use binoculars to look at birds in trees
- Talk about how the woodland is changing in the summer



### Seasonal/Celebrations

- Graduation, Sports Day
- Sea Creature Dress up Day
- Armed Forces Day
- Grandparents Day
- Summer Fair

### Visits/Trips

- Visit from RNLI
- Transition Sessions

### Maths

#### **Frogs:**

- Solve real life maths problem with numbers up to 5
- Compare quantities using language of more than and fewer than
- Begin to describe a sequence of events using words such as first, then...
- Combine shapes to make new ones
- Describe the properties of 2D and 3D shapes eg sides/corners/curvy/flat

#### **Tadpoles:**

- Notice patterns and arrange things in patterns
- Complete jigsaw puzzles
- Compare amounts and use mathematical words eg lots, more, same.

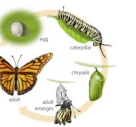


### Understanding the World

- Learn about beach flags and lifeguards-who are they, what do they wear and what do they do?
  - Observe/discuss caterpillars growing and changing
- #### **Frogs:**
- Understand the key features of the life cycle of a plant and an animal
  - Explore and talk about different forces we can feel
  - Talk about the differences between materials and changes we notice in relation to recycling.

#### **Tadpoles:**

- Notice and talk about the differences between people
- Make connections between your own family and other families



### Expressive Arts and Design

- Explore the different sounds that musical instruments make and play them in different ways eg slowly, fast, loud
- Use our imaginations when exploring different materials

#### **Frogs:**

- Create own songs and improvise a song around one that we know
- Explore colour and colour mixing
- Show different emotions through drawing/painting eg happiness

#### **Tadpoles:**

- Develop pretend play, pretending objects represent another eg using a block as a phone
- Make simple models using your own ideas



We promote the Characteristics of Learning through all that we do.

PARCC-we are Aspirational,

Resilient and challenge seeking, Caring and collaborative, Creative and curious.

- ⇒ Explain to a family member how to stay safe on a beach.
- ⇒ Talk to a grown up about what the beach flags mean.

- ⇒ Speak to your family about how you're feeling and how others may be feeling
- ⇒ Talk through the transition into school or into the Frogs class

- ⇒ Practise running at different speeds in the park or in your garden
- ⇒ Draw with pens, crayons and chalks

- ⇒ Make marks in sand, mud and paint, then tell someone what you have drawn

### Activities to Try at Home

- ⇒ When out walking, listen to the birds/wind/leaves/cars etc
- ⇒ Talk about the caterpillars changing

- ⇒ Talk about the patterns that you notice around you and on your clothes eg spotty/stripy t-shirts
- ⇒ Look for shapes on the way to nursery

- ⇒ Explore colour mixing, what do you notice when you mix yellow and blue?

#### Key Vocabulary from Focus Stories

**On the Seashore**-dainty, shimmering, gobbles, disappears, explore, clambers

**Tiddler**-Tales, diving, register, late, struggle, shipwreck, scared

**The Storm Whale**-Storm, spotted, wondered, excellent, belonged

**The Odd Fish**-Investigate, whispered, current, reef, nudged, enormous

**Sharing a Shell**-Wide, scuttle, roaming, jaws, wonderful, taxi, terrible, beautiful

**Stella and the Seagull**-Visitor, vets, litter, proud, recycling

**Exploring Rock Pools**-Contents, tide, protect, danger, glossary

Useful link: What to Expect in EYFS <https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

*If you have tried one of these activities at home please share with us or add photos to Tapestry.*