

	What Happens in the Summer? Summer (Weeks 1-2)	What Do We Know About the Seaside? Who's Hiding at the Seaside? (Weeks 3-5)	How Has My Year Been? Moving On (Weeks 6- 7)
<u>Core Text</u>	<ul style="list-style-type: none"> <li>Summer is Here – Heidi Pross Gray</li> </ul>	<ul style="list-style-type: none"> <li>Who's Hiding at the Seaside – National Trust</li> <li>Can You See The Stars Tonight?- Anna Terreros-Martin</li> </ul>	<ul style="list-style-type: none"> <li>What makes me, me - Ben Faulkes</li> </ul>
<u>Reading for Pleasure Texts</u>	<ul style="list-style-type: none"> <li>Tree, Seasons Come, Seasons Go – Patricia Hegarty</li> <li>A Stroll Through The Seasons – Kay Barnham</li> <li>Seasons – Hannah Pang</li> <li>Yo Ho Ho – Kaye Umansky</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Sally and the Limpet – Simon James</li> <li>Snail and the Whale – Julia Donaldson</li> <li>Sharing a Shell – Julia Donaldson</li> <li>Billy's Bucket – Kes Gray</li> <li>Sea – Britta Teckentrup</li> <li>Yo Ho Ho – Kaye Umansky</li> <li>Buttercup's Dancing Shoes – Sam Washaw</li> <li>5 Minutes to Bed – Richard Dungworth</li> <li>Yellow Polka Dot Bikini – Paul Vance &amp; Lee Pockriss</li> </ul>	<ul style="list-style-type: none"> <li>My Skin, Your Skin Laura Henry-Allain</li> <li>Super, Duper You – Sophie Hehn</li> <li>How You Got So Smart – David Milgrim</li> <li>Yo Ho Ho – Kaye Umansky</li> <li>Rosa Draws – Jordan Wray</li> <li>Underpants, Wonderpants – Peter Bentley</li> </ul>
<u>Songs &amp; Rhymes</u>	<ul style="list-style-type: none"> <li>The Suncream song</li> </ul>	<ul style="list-style-type: none"> <li>Oh, I do like to be beside the seaside song</li> <li>A Sailor went to Sea song</li> </ul>	
<u>Key Experiences</u>	<ul style="list-style-type: none"> <li>Sport's Day</li> <li>Summer environment walks</li> </ul>	<ul style="list-style-type: none"> <li>Have a beach party</li> </ul>	<ul style="list-style-type: none"> <li>Visiting our new class</li> </ul>
<u>PSED</u>	<p><b>QfL: How do we keep ourselves safe in the sun?</b></p> <ul style="list-style-type: none"> <li>Taking care in the sun <b>Sun burn, sun tan, sun cream, hydrated, dehydrated, protection</b></li> </ul> <p><b>QfL: How do we keep ourselves safe near water?</b></p> <ul style="list-style-type: none"> <li>Taking care near water</li> </ul> <p><b>QfL: How do we care for new life?</b></p> <ul style="list-style-type: none"> <li>Taking care of the duck eggs</li> <li>Watching hatching eggs and caring for needs</li> <li>Caring for ducklings</li> <li><u>My Happy Mind</u> Catch up activities/ extra EYFS revisit activities</li> </ul>	<p><b>QfL: How do we keep ourselves safe in the sun?</b></p> <ul style="list-style-type: none"> <li>Taking care in the sun</li> </ul> <p><b>QfL: How do we keep ourselves safe near water?</b></p> <ul style="list-style-type: none"> <li>Taking care near water</li> </ul> <p><b>QfL: How do I stay safe on my device?</b></p> <ul style="list-style-type: none"> <li>Read Smartie the Penguin Story B.</li> <li><u>My Happy Mind</u> Catch up activities/ extra EYFS revisit activities</li> </ul>	<p><b>QfL: How have we celebrated our successes this year?</b></p> <ul style="list-style-type: none"> <li>Celebrating our <b>successes, achievements</b></li> <li>How have I changed over the year?</li> </ul> <p><b>QfL: What am I looking forward to in my new Y1 class?</b></p> <ul style="list-style-type: none"> <li>Looking forward to our new class in Y1</li> <li>Building resilience for the new year ahead</li> <li><u>My Happy Mind</u> Catch up activities/ extra EYFS revisit activities</li> </ul>
<u>Physical</u>	<p><b>QfL: How do we learn to do relay races?</b></p> <ul style="list-style-type: none"> <li>PE – sport's day races</li> </ul> <p><b>QfL: What skills can I learn with bats and balls?</b></p> <ul style="list-style-type: none"> <li>Steer the balls with bats</li> <li>Roll/ hit balls to each other</li> <li>Balance balls on bats</li> <li>Bounce and hit balls with bats <b>Bats, skills, steer, bounce, balance, markers</b></li> </ul>	<p><b>QfL: What skills can I learn with bats and balls?</b></p> <ul style="list-style-type: none"> <li>Steer the balls with bats</li> <li>Roll/ hit balls to each other</li> <li>Balance balls on bats</li> <li>Bounce and hit balls with bats <b>Bats, skills, steer, bounce, balance, markers</b></li> </ul>	<p><b>QfL: What skills can I learn with bats and balls?</b></p> <ul style="list-style-type: none"> <li>Steer the balls with bats</li> <li>Roll/ hit balls to each other</li> <li>Balance balls on bats</li> <li>Bounce and hit balls with bats <b>Bats, skills, steer, bounce, balance, markers</b></li> </ul>
<u>Understanding the World</u>	<p><b>QfL: What can I see around me in the summer?</b></p> <ul style="list-style-type: none"> <li>The season changing from autumn to winter to spring to summer – Forest School</li> <li>Exploring the natural world and the change of the season on a walk – noticing differences &amp; drawing pictures of a summer tree. <b>Heat, transform, emerge, develop</b></li> </ul> <p><b>QfL: What is the weather like in summer?</b></p> <ul style="list-style-type: none"> <li>Find out what happens to the weather in summer.</li> <li>Find out what clothes we need to wear in the summer.</li> <li>What changes have we seen from autumn to winter to spring to summer.</li> </ul> <p><b>QfL: How do the seasons change over the year?</b></p> <ul style="list-style-type: none"> <li>The season changing to summer – Forest School. Look back at the full cycle of 4 seasons.</li> </ul>	<p><b>QfL: What can we see and find at the seaside?</b></p> <ul style="list-style-type: none"> <li>What are our experiences of the seaside.</li> <li>How do we enjoy the seaside – share family experiences</li> <li>What can we do and see at the seaside? <b>Beach, sea, cliffs, pebbles, seashells, pier, tide, waves, lighthouse, deckchairs, amusements</b></li> </ul> <p><b>QfL: How is the seaside a different place to live than Kimberworth?</b></p> <ul style="list-style-type: none"> <li>Seaside contrasting environment to where we live in Kimberworth. How is it different.</li> </ul> <p><b>QfL: What different creatures do we find at the seaside?</b></p> <ul style="list-style-type: none"> <li>Sea animals/ creatures – learning facts</li> <li>Rock pools – what do we see there <b>Rock pool and sea creature animal names -</b></li> </ul> <p><b>QfL: How does sand change when it becomes wet?</b></p>	<p><b>QfL: What have I learned and enjoyed this year?</b></p> <ul style="list-style-type: none"> <li>Enjoy looking at our Floor Book to remember our learning for the year</li> </ul> <p><b>QfL: What have I learned about keeping safe and healthy this year?</b></p> <ul style="list-style-type: none"> <li>Remember the different ways that we have learned this year about keeping healthy and safe – food, exercise, road safety, sun safety, dental hygiene, staying safe on line</li> </ul>

	<ul style="list-style-type: none"> <li>Seasonal change at Forest School over a year <b>Spring, summer, autumn, winter, similarities, differences, cycle</b> <b>QfL: What happens when I use a magnet?</b></li> <li>Play a magnetic fishing game. Watch what happens when things are attracted to the magnet. <b>Magnet, attracts, repels</b> <b>QfL: How do I begin to use tools safely with an adult to help?</b></li> <li>Hapazone art with mallets at Forest School <b>QfL: How can sounds move and travel along?</b></li> <li>Grass and leaf trumpets at Forest School</li> </ul>	<ul style="list-style-type: none"> <li>Exploring dry/ wet sand <b>QfL: What happens when something floats or sinks?</b></li> <li>Exploring floating and sinking <b>Float, sink, balance, flood</b> <b>QfL: How was the seaside different in the past?</b></li> <li>Seaside past and present – what is the same/ different? <b>QfL: How do I begin to use tools safely with an adult to help?</b></li> <li>Hapazone art with mallets at Forest School <b>QfL: How can sounds move and travel along?</b></li> <li>Grass and leaf trumpets at Forest School</li> <li>Play music and add to songs <b>QfL: How can we look after our world with recycling?</b></li> <li>Talk about different materials that we can recycle – link to not dropping rubbish</li> </ul>	
<u>Expressive Arts &amp; Design</u>	<p><b>QfL: How can I use wax crayon and paint together to create an image?</b></p> <ul style="list-style-type: none"> <li>Wax relief sea pictures <b>QfL: How can I make a floating model boat?</b></li> <li>Making boats to float</li> </ul> <p>**Role Play – seaside souvenir shop/ beach café <b>Buckets, spades, sticks of rock, customer, shopkeeper, names of coins, bank card, swipe, contactless, receipt, candyfloss,</b> **Small world – seaside scene</p>	<p><b>QfL: How can I use wax crayon and paint together to create an image?</b></p> <ul style="list-style-type: none"> <li>Wax relief sea pictures <b>QfL: How can I make a floating model boat?</b></li> <li>Making boats to float</li> </ul> <p>**Role Play – seaside souvenir shop/ beach café **Small world – seaside scene</p>	<p><b>QfL: How can I use wax crayon and paint together to create an image?</b></p> <ul style="list-style-type: none"> <li>Wax relief sea pictures <b>QfL: How can I make a floating model boat?</b></li> <li>Making boats to float</li> </ul> <p>**Role Play – seaside souvenir shop/ beach café **Small world – seaside scene</p>
<u>Future Learning Links</u>	<p>Daily Dash – seasonal change discussion throughout the year Science Unit Seasonal Change</p>	<p><b>Y1/2 Cycle A – Settlement</b> What's Our Place in the World? Geography use basic geographical vocab to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key features including city, town, village, factory, farmhouse, office, port, harbour and shop. <b>Y1/2 Cycle A – Evolution</b> How Do Humans Compare to Other Animals? Science Unit Animals Including Humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p><b>Y1/2 Cycle A - Settlements</b> What is our Place in the World Geography identify seasonal and daily weather patterns in UK and the location of hot and cold areas of the world in relation to the Equator and North South Poles. Use world maps, atlases and globes to identify UK as well as the countries, continents and oceans studied at this key stage. A study of a town outside Europe – Mombasa, Kenya. (Seas and plastic pollution).</p>	
<u>Links to Fundamental British Values</u>	<u>Rule of law:</u> Keeping sun safe.	<u>Rule of law:</u> Keeping safe near water.	<u>Rule of law:</u> new routines needed for Y1. Keeping safe near water. Keeping sun safe. <u>Democracy:</u> what have been our favourite things in EYFS