

| Prime Areas of Learning | | | |
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| Personal, Social & Emotional Development | Communication & Language | Physical Development | |
| Free-flow choosing time within a planned Early Years Environment provides children with opportunities to develop self-confidence, their sense of self and make established friendships. Children will make independent choices about their learning by carefully selecting resources both on their own and with others, which will enable them to use and apply their knowledge of the world around them, subsequently leading to a greater level of understanding. Children will converse with one another, negotiate, take turns, learn about each other's feelings, and begin to understand how their actions can affect these. | Talk Partners provide regular opportunities for children to converse, discuss and peer assess their learning Free-flow choosing time promotes an expanse of communication – listening, talking, responding, understanding Daily story time Daily phonics teaching (Little Wandle), including the introduction and discussion of new vocabulary Speech & Language focussed activities, alongside independent Communicate Speech Therapy Role Play Area ideas: Ice cream shop, beach scene, under the sea scene, beach/souvenir shop | Weekly Physical Education lessons Outdoor Environment - Trim trail, bikes and scooters, mud kitchen, stage, den building, large-scale construction resources Sensory/Fine Motor Tray - Developing muscle tone, develop hand-eye coordination and experience and explore different textures. Changed weekly | |
| Specific Areas of Learning | | | |
| Literacy | Maths | Understanding the World | Expressive Arts & Design |
| Fiction texts/Non-fiction texts Both used daily with whole class Key Texts See Reading Spine for list of topic texts Big Writing Capital letters, full stops & finger spaces. Use of adjectives and connectives within sentence writing. Phonics Little Wandle for Letters & Sounds Long vowel sounds Words ending -s /s/, -s /z/, -es Root word ending in: -ing, -ed /t/, -ed /id/, -ed /d/ -er, -est Tricky words | One to One Correspondence – counting objects accurately Abstraction Principle – understanding objects of all sizes can be counted, and that quantities can be the same, regardless of the size of objects being counted Number bonds to 5 and 10 Taking Away Doubling Sharing & Grouping Odds and Evens Spatial Reasoning | What is the beach like? Sand, stones, hot/cold? Descriptions of the seaside Beach habitats Salt water experiments – linked to floating/sinking Where is the seaside? Looking at maps, particularly of Norfolk Coastal features e.g. lighthouse, cliff, dune Travelling to the seaside – trains, car journeys, bus rides + travel on/under the sea, including submarines Seaside Now & Then Model boats in the water tray - exploring materials & buoyancy Keeping safe at the seaside, including lifeboats & RNLI Beaches in UK and abroad – similarities and differences Children's own experiences of the seaside | Craft ideas may include: Recycled plastic bottle lighthouse, wooden dolly peg mermaids, wooden spoon pirates, paper plate tropical fish, paper bowl jellyfish, painting pasta shells (designing a pattern), bubble wrap jellyfish pictures, under the sea silhouette paintings, large paper chain octopus – whole class project Reflections in the water Colour – seaside shades, colours and tones using watercolour paints. Ice cream colours Role Play Area ideas: Ice cream shop, beach scene, under the sea scene, beach/souvenir shop Music – Oh I do like to be beside the seaside + Charanga |

