

## 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 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



## 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



Summer 2

Theme:  
**'Under the Sea'**

## Little Wandle Letters & Sounds Revised-Phase One (Frogs):

- Oral blending and segmenting

### Woodland:

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

### Seasonal/Celebrations

- Graduation, Sports Day, Pirate 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

- Have a go at turning on ICT equipment in the computer room
- Learn about beach flags and lifeguards-who are they, what do they wear and what do they do?
- Observe 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

### **Tadpoles:**

- Notice and talk about the differences between people



## 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.

- ⇒ 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

#### Key Vocabulary from Focus Stories

**Commotion in the Ocean**-sneaky, hatch, gorgeous, chase, surface

**Tiddler**-scales, shipwreck, wriggled, peeped, shoal, neighbour, escape

**Snail and the Whale**-gazed, immensely, icebergs, helpless, tide, villagers

**Somebody Swallowed Stanley**-swallowed, hummed, bobbed, torn, sank

**Winnie and Wilber Under the Sea**-internet, island, flippers, peaceful, dived, coral, shore, submarine

**Five Minutes to Bed**- shivering, minutes, mast, deck, timber, treasure, chores, supper, cabins, crew

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

- ⇒ 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?

Useful link: What to Expect, When? <https://www.foundationyears.org.uk/wp-content/uploads/2019/01/What-to-Expect-When-2018.pdf>

*Please bring in photos to add to our WOW Wall if you have tried one of these activities at home or add photos to Tapestry.*