

# At the Beach & Under the Sea

## Prime Areas of the Foundation Stage Curriculum

### Communication and Language

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



### Physical Development

- Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Begin to show accuracy and care when drawing.
- Develop the overall body strength, co-ordination, balance and agility.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources.
- Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day.
- Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating courses through a range movements including crawling, jumping, climbing, running and lying.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.



### Personal, Social and Emotional Development

- Jigsaw – Changing Me - Coping positively with change
- I can name parts of the body
  - I can tell you some things I can do and foods I can eat to be healthy
  - I understand that we all grow from babies to adults
  - I can express how I feel about moving to Year 1
  - I can talk about my worries and/or the things I am looking forward to about being in Year 1
  - I can share my memories of the best bits of this year in Reception
  - Show an understanding of their own feelings and those of others.
  - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
  - 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.
  - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
  - Understanding the importance of healthy food choices.
  - Show sensitivity to their own and to others' needs



## Specific Areas of the Foundation Stage Curriculum

### Literacy

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

At Home: Writing – Can you write a story about an under the sea adventure? Practise your letter formation, on a white board, with chalk, with water and a paint brush.



### Maths

White Rose-  
Odd & Even Sharing  
Playing with doubles  
Patterns  
Positional Language -visualise, build, map  
Creating simple maps



- Have a deep understanding of number to 10, including the composition of each number.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

At home: Can you use the White Rose app for 2/3 minutes a day to practise your number bonds to 5 and 10. Practice recognising number to 20.

### Understanding the World

D.R.E. Religion: Christianity, Islam, Judaism Theme: Special Places

Key question: What makes places special?

- Know some similarities and differences between things in the past and now.
- Understand the past through settings, characters and events.
- Know some similarities and differences between different religious and cultural communities in this country.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Recognise some similarities and differences between life in this country and life in other countries by describing contrast of locations, people, travel & food.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

At home: If you go on a journey could you draw a map to show some of the things you passed on your way. Put some pictures on Tapestry to tell us about a beach holiday that you have enjoyed with your family, it may be in this country or abroad.


### Expressive Art & Design

#### Creative Development

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
- Watch and talk about dance and performance art, expressing their feelings and responses

At home: Sing your favourite song or perform a dance and post it on Tapestry for us to see.



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| <p>Dear Chestnut Parents,</p> <p>Welcome back I hope that you all had a lovely half term and that all of the children have managed to have a relaxing and fun break.</p> <p>I would like to highlight a few key dates for you:</p>   | <p><b><u>BUCKET</u></b><br/> Please can every child bring a bucket into school on Friday 21<sup>st</sup> June, this could be a normal household plastic bucket or a sand castle style bucket. These will be kept in school for a fun creative activity we have planned for the following week. They will only need 1 bucket each, we will be sticking and gluing things into the buckets so please make sure they are clean, they won't be useable after so don't send a best one.</p>   |
| <p>Friday 23<sup>rd</sup> June – Every child to bring a named &amp; clean plastic bucket into school (a beach type bucket is perfect)</p> <p>Tuesday 25<sup>th</sup> June, 9am – Sports Day</p> <p>Tuesday 2<sup>nd</sup> July - Transition Day, the children will spend the day in Maple Class. You will drop them off and pick them up on the other side of the building by Maple classroom.</p>   | <p><b><u>Reading</u></b><br/> Thank you all so much for your continued support with reading! I can really tell that every child is reading at home every week. As we go into the final summer term, please can I really encourage you to keep on supporting your child with regular reading, this will really support their transition into Year 1. We will continue to change books on a Monday.</p>  |
| <p>Friday 5<sup>th</sup> July –Water Party.</p> <p>Tuesday 16<sup>th</sup> July – <b>Under the Sea / Sea / Beach themed dressing up day.</b></p>   | <p><b><u>Sun Cream</u></b><br/> Hopefully we will have plenty of sunny days this term. It's great that all the children have hats in school; thank you for sending them in. We do spend lots of time outside so please remember to apply sun cream before school.</p>  |
| <p><b>Friday 12<sup>th</sup> July – Buddy picnic at Farleigh Green Park.</b></p> <p>This year has gone so fast and I can't believe that we are now in Term 6, our final term of the year. It has been a fantastic year and I am so proud of all that the children have achieved. I am really looking forward to spending the next 7 weeks &amp; 2 days creating more wonderful memories whilst learning lots with your lovely children!</p> <p>From Mrs Williams</p> | <p><b><u>Buddy Picnic</u></b><br/> We will be having a trip to Farleigh Green Park on Friday 12<sup>th</sup> July with our Sycamore buddies. This event is a wonderful Flax tradition which the children and adults enjoy! The children will need to wear PE shorts, school logo top and a sweatshirt. <b>ALL children will need a picnic lunch on this day, they will need their water bottle and another drink in their packed lunch. Please send these in bags that they can carry to Farleigh Green (a small backpack is ideal.)</b></p> <p><b><u>Pottery</u></b><br/> This a Chestnut tradition that we have done for many years now. The children will all have the opportunity to created a plate as a memory of their year. I have contacted the pottery shop that we use and I am just waiting for them to come back to me. Some of this will be funded by our FBSA trip money but we will require parent contributions to top up and enable this to take place, more information will follow.</p>  |
|  | <p><b><u>Term 6 End of Year Party / Marble Jar Treat</u></b><br/> This will take place on Friday 5<sup>th</sup> July &amp; I am really hoping that we will be able to have a fun water themed party. We will need to borrow some paddling pools for this, please let me know if you have one. All children will need to bring in a named bag with a towel, swim wear / clothes they can get wet in &amp; shoes that can get wet. They may also bring a named water gun.</p>  |