

## Topic Name: Sandcastles and Sharks

**Summary –** Throughout this topic the children will be learning all about the seaside, incorporating what is found on the beach, in the sea, as well as how we might travel to the beach and where we might find them. Towards the end of our topic, we will use our imagination to become pirates and mermaids, culminating in a Pirate and Mermaid themed day and a beach party!



### Maths

In maths, the children will be learning to recognise up to ten objects and beyond and match numerals to quantities and recognise numerals to ten and beyond. We will solve real world mathematical problems with numbers up to 5. We will continue to experiment with symbols and marks as well as numerals. We will be practising forming numbers to ten this term. The children will use positional language, for example, 'The shell is next to the bucket.' We will further explore 2D shape, as well as introducing 3D shape.

**At the end of the topic,** I will be able to count up to and beyond ten objects and match the correct numeral to show the correct total. I will be able to form some recognisable numbers and I will be able to identify them. I will be able to solve some simple mathematical problems. I will name and use 2d shapes including circle, triangle, square and rectangle, as well as cube, cuboid, cone and sphere for 3d shapes.

Key vocabulary – Square, circle, triangle, rectangle, cube, cuboid, sphere, cone, sides, corners, number, count, shape, build, construct number names one – ten, total, more, less, the same, altogether, spend, cost.



### Texts we will be sharing



Amazing Aeroplanes

Kipper's Beach ball

Smiley Shark

The Rainbow Fish

Little Stinker

Captain Sparklebeard

The Singing Mermaid

### Literacy

In Literacy, the children will be learning how to look at books independently showing great care, understand print has meaning and develop their listening skills and identify different sounds. They will continue to make large and small marks with meaning, as well as practising writing their name and some initial letter sounds. We will continue to use a correct pencil grip. We will introduce rhyming strings and read lots of rhyming stories.

Phonics – We will continue to learn phase two sounds, one a week using resources from the phonics bug scheme – We will learn the sounds h, b, f, ff, l and ll and recap sounds we have already learnt.

**At the end of the topic,** I will have experienced adding to a rhyming string. I will be more confident in writing some or all of the letters in my name and will be able to experiment with writing some or all of the letters in familiar words. I will be able to sit for a sustained amount of time listening to a story.

Key vocabulary- text, non-fiction, fiction, poem, hear, sound, pen, grip, write, rhyme, letter, beach, pirate, mermaid, train, plane, car, coach, travel



### Communication and Language

In communication and language development the children will learn to answer why questions thinking about how we travel to a holiday destination, as well as answering questions about what we might find at the seaside. They will also acquire new vocabulary to describe the seaside and will be encouraged to use longer sentences when they speak.

**At the end of the topic,** I will be able to use new words to talk about beaches, the sea, sea creatures, travel, transport and pirates and mermaids.

Key vocabulary – beach, bucket, spade, beach ball, ice cream, sea, pirate, mermaid, train, plane, car, coach, travel



### Physical Development

In physical development the children will become secure in their routines and be able to take care of themselves applying sun cream independently and knowing when to wear a sunhat and recognise when best to stay in the shade.

Use large muscle movements to paint and make marks and continue to develop their balance, riding and play skills. I will; be able to work as part of a team in preparation for sports day. I will try and hold my pen using the correct grip and use tools to cut materials appropriately. We will also be junk modelling to enable the children to select and use their own resources.

**At the end of this topic,** I will be able to form letters or make marks with brushes, pens and paints, wash my hands and use the toilet unsupported. I will be able to apply sun cream independently and know when to take time in the shade to cool down. I will also be able to choose resources I need to complete a task.

Key vocabulary – brush, move, mark, grip, soap, water, hand washing, wipe, flush, team, choose, resources, join, cut, sun cream, sun hat, shade.



### Expressive arts and design

In Expressive Arts and design, the children will enjoy movement to music and listen with increased attention to sounds. They will play instruments with increasing control to express their feelings and ideas. They will join different materials and explore my ideas about how I use them and what I am going to make.

**At the end of the topic,** children will have experience of collaging, singing and moving to music and using different materials to explore their own ideas, as well as expressing their feelings and ideas linked to sounds from the seaside using instruments. We will be creating an aeroplane through junk modelling.

Key vocabulary- sing, loud, quiet, crash, bang, whoosh, rainmaker, triangle, castanet, drum, shell, move, material, texture, change and develop.



### Understanding the World

In Understanding the World, the children will learn about the seaside, different sea creatures and mermaids. We will also look at different modes of transport to describe how we would get to our destinations.

**At the end of the topic,** I will be able to talk about the seaside and how I travel to and from a holiday destination.

Key vocabulary- beach, bucket, spade, beach ball, ice cream, sea, pirate, mermaid, train, plane, car, coach, travel

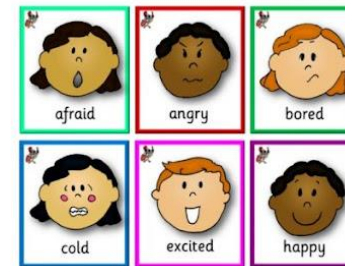


### Personal, social and emotional development

In PSED, the children will play with one or more children, extending and elaborating play ideas. The children will increasingly follow rules, understanding why they are important. They will have a go at finding solutions to conflicts themselves. They will learn how to self-regulate in the hot weather.

**At the end of this topic,** children will be able to extend their play ideas with their friends and understand why rules are important. They will try to resolve problems independently. Children will be able to apply sun cream independently and recognise when they need to use it. They will move to the shade when it is too hot.

Key vocabulary- friend, share, play, rules, apologise, take turns, independence, sun cream, sun hat, shade.



### How you can help at home

- Talk about where you spend your holidays.
- Challenge: Can you name a form of transport you can use to go on holiday with? Can you name a country you have visited?
- Help your child to write their name and familiar words.
- Share with us any real life objects at home that represent a 3D shape e.g. cone – ice cream, cuboid- block of butter/ building brick etc.



### Key Questions

Can you describe what you might see at the beach or in the sea ?

Who might help you at the beach?

Can you name modes of transport that you might use to travel on when going on holiday?

Can you recognise and name some of the sounds in your name and other words?