

## Communication and Language

### Learning Intentions:

I can listen attentively and respond to what I hear with relevant questions, comments and actions.

I can make comments about what I have heard and ask questions to clarify my understanding.

I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.

I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.

I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

### Learning experiences:

- Expressing views on stories during group reading.
- Explaining own thoughts and ideas clearly and expressively during group activities and show and tell.
- Activities such as 'what's in the box' and 'would you rather...'
- Talking about seaside experiences and holidays.

## Physical Development

### Learning Intentions:

#### Gross Motor Skills

I can negotiate space and obstacles safely, with consideration for myself and others.

I can demonstrate strength, balance and coordination when playing.

I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

I can hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

I can use a range of small tools, including scissors, paintbrushes and cutlery.

I can begin to show accuracy and care when drawing.

### Learning experiences:

- Use tools effectively during junk modelling
- Swimming lessons
- Indoor PE sessions
- Outdoor PE sessions

### Visits/ Visitors/Experiences

Possible visit to the beach  
Visit from a member of the community

## Personal, Social and Emotional Education

### Learning Intentions:

• 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

### Learning experiences:

- Circle time, stories, puppet play

## Maths

### Learning Intentions:

I can explore the composition of numbers to 10.

I can automatically recall number bonds for numbers 0-5 and some to 10.

I can select, rotate and manipulate shapes to develop spatial reasoning skills.

I can verbally count beyond 20, recognising the pattern of the counting system.

I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Expressive Arts and Design

### Learning Intentions:

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

I can share my creations, explaining the process I have used.

I can make use of props and materials when role playing characters in narratives and stories.

### Learning experiences:

- Enjoying and discussing art work from Hokusai, Turner and Kadinsky
- Create seaside/beach themed art following interests
- Designing, making and painting clay seacreatures.
- Making things using recycled materials.
- Retelling stories.
- Charanga: Reflect, Rewind and Replay
- Retelling stories and role playing linked to key texts.

## Literacy: Reading and Writing

### Learning Intentions:

I can blend and segment sounds in polysyllabic words such as sandpit, shampoo, windmill and pondweed

I can read and spell tricky words.

I can read and understand sentences.

I can sequence sounds in words when writing.

I can write sentences including finger spaces and full stops.

I can read my sentence to someone else.

### Learning experiences:

- Developing writing skills through guided activities linked to core texts and activities - a save the ocean poster, a coastguard thank you letter, message in a bottle.
- Daily phonic sessions.
- Guided handwriting sessions.

## Understanding of the World

### Learning Intentions:

#### Past and Present

I can talk about the lives of the people around me and my roles in society.

I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.

I can understand the past through settings, characters and events encountered in books read in class and storytelling.

#### People, Culture and Communities

I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class

I can 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.

#### The Natural World

I can explore the natural world around me, making observations and drawing pictures of animals and plants.

I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.

I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

### Learning experiences:

- Exploring recycling and pollution through role play, stories and art
- Making maps of real and imaginary holiday destinations
- Reading stories about beaches and seaside towns from around the world
- Comparing seaside holidays now with those of the past through stories and discussion

### Core Texts

Clean Up! by Nathan Bryon and Dapo Adelo, The Rainbow Fish by Marcus Pfister, Sharing a Shell by Julia Donaldson

### Role Play

Indoor: Beach hut kitchen  
Outdoor: Recycling centre, Seaside Café

# Ahoy There!



