

Summer 2 – Lets Set Sail

In this topic, as the sun comes out and we move into the summer season, the children in Nursery explore the seaside and share places they have visited in the past. They will learn all about the features of the seaside and what they might find there. They will explore different types of holidays and make comparisons between them.

In Reception, the children will continue learning about the impact of pollution on the environment with a focus on the ocean. The children learn about life under the sea and the creatures that inhabit it. The children explore non-fiction texts and create their own fact-files, demonstrating the knowledge they have acquired.

All of the children will observe the changes of the new season and continue to observe the plants and flowers growing outdoors. In Nursery, the children will pay close attention to Sunflowers and choose paint colours to represent what they can see, inspired by Van Gogh. In Reception, the children continue to learn about the positive impact of recycling, by exploring artists such as Hiroshi Fuji who use recycled materials to create sculptures and other pieces of art.

Also in the topic, children in both Nursery and Reception will learn about pirates! In Nursery, the children will build a repertoire of songs, rhymes and stories with a pirate theme. They will also have the chance to investigate the best ways of making a boat move as they learn about forces, will make simple treasure maps and develop positional language when hunting for treasure.

In Reception, the children focus on floating and sinking, map making with directional language, writing messages in a bottle and learning about famous pirates from the past.

Also in the final term, the children develop their team-playing skills in the build up to Sport's Day. They also take part in our annual Green Day, in which the children take part in a wide range of eco activities, promoting our catholic social teaching principle of 'Stewardship For God's Creation'. Lastly, the children in both Nursery and Reception will celebrate the end of the year with a collective tea party and trip. Towards the end of the term, lots of time is spent preparing the children to 'set sail', as they embark on their move to the next year group.

Development Matters Statements (Early Learning Goals)

Area of Learning	Skills and Knowledge	
	Nursery	Reception
<p>Personal, social and emotional development</p> <p>To become an Independent Individual and a Fantastic Friend, our children will...</p>	<ul style="list-style-type: none"> • Develop their sense of responsibility. • Become more outgoing with unfamiliar people. • Show more confidence in social situations. • Play with new children, extending or elaborating play ideas. • Talk with others to solve conflicts. • Understand gradually how others might be feeling. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Express their feelings and consider the feelings of others. • Think about the perspective of others. Build constructive and respectful relationships. • Manage their own needs. • Be prepared for the transition between Nursery and Reception. 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • 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. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.
<p>Communication and Language</p> <p>To become a Confident Communicator, our children will...</p>	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. • Learn and use new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	<ul style="list-style-type: none"> • Learn and use new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts.

	<ul style="list-style-type: none"> • Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Expand on children’s phrases. • Start a conversation with an adult or a friend and continue it for many turn. • Use talk to organise themselves and their play Use new vocabulary through the day. • Engage in story times. • Use talk to organise thinking. • Learn rhymes, poems and songs. • Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> • 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, non-fiction, 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.
<p>Physical Development</p> <p>To become an Amazing Athlete and a Talented Tool User, our children will...</p>	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> • 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 • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
<p>Literacy</p> <p>To become a Brilliant Bookworm and a Wow Writer, our children will...</p>	<ul style="list-style-type: none"> • Name different features of a book, e.g. front cover, back cover, pages, author, title, etc. Understand what a word is. • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. 	<ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

	<ul style="list-style-type: none"> • Write some letters accurately. • Write their name and begin to mark make labels or captions. • Read individual letters by saying the sounds for some of them. • Begin to blend and segment sounds in words orally. 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Use of exclamation marks and question marks. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • 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, most of 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.
Mathematics	<ul style="list-style-type: none"> • Develop fast recognition objects. • Recite numbers past 10. • Say one number for each item in order. 	<ul style="list-style-type: none"> • To read and write numerals to 10. • To order numbers to 20.

To become a **Master of Maths**, our children will...

- Know that the last number reached when counting a small set of randomly placed objects.
- Count out a given number of objects (up to 10) from a group.
- Begin to understand the 'one more than/one less than' relationship between consecutive numbers.
- Experiment with their own symbols and marks as well as numerals.
- Begin to explore the composition of numbers.
- Explore 2D and 3D shapes using informal and mathematical language (sides, corners, straight, round).
- Show 'finger numbers' up to 10.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 9.
- Automatically recall number bonds to 5.
- Count an irregular arrangement of up to 5 objects saying one number name for each item.
- Attempt to write numbers to 5.
- To match numeral and quantity 1-5 and beyond.
- Compare the capacity of objects. Begin to make small totals to 5p using 1p, 2p and 5p coins.

- To solve concrete, pictorial and abstract number problems involving addition and subtraction to 10.
- Count on or back to find the answer to addition and subtraction problems on a number line.
- Compare weight and capacity.
- **Have a deep understanding of numbers to 10, including the composition of each number.**
- **Subitise (recognise quantities without counting) up to 5.**
- **Automatically recall (without reference to rhymes, counting or other aids) 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.**

Understanding of the World

To become an **Exceptional Explorer** and **Compassionate Citizen**, our children will...

- Explore how things work.
- Use all their senses in hands-on exploration of natural materials.
- Begin to make sense of their own life-story and family history (places visited).
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore and talk about different forces they can feel.
- Begin to draw information from a simple map.
- Know that there are different countries in the world.

- **Talk about the lives of the people around them and their roles in society.**
- **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**
- **Understand the past through settings, characters and events encountered in books read in class and storytelling.**
- **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**
- **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.**

	<ul style="list-style-type: none"> • Talk about the differences (in countries) they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Expressive arts and design</p> <p>To become a Proud Performer and Dynamic Designer, our children will...</p>	<ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a fairy tale scene. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Remember and sing entire songs. • To learn about the work of artists from across times and cultures. • Explore colour and colour mixing. • Play instruments with increasing control to express their feelings and ideas. • Begin to develop storylines in their pretend play. 	<ul style="list-style-type: none"> • 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.

VOCABULARY USED THROUGHOUT TOPIC*				
Pirates	Ships	Sea creature	Mapwork	Pollution

Captain, Blackbeard, Hook, John Rackman, Henry Morgan, Calico Jack, Anne Bonny, cutlass, patch, treasure, chest, plank, Jolly Roger, flags, hook, compass, gold doubloons, island, palm tree, landlubbers.	Bow (front), crow's nest, rigging, mast, portholes , rigging, overhead, rudder, hull, port (left), starboard (right), stern (back), vessel, "batten down the hatches". fleet, convoy	Fish, jellyfish, crabs, octopus, squid, sea snake, sea horse, puffer fish, sting ray, shark, sea star, sea turtles, whale, gills, tentacles, scales, fin, sea birds. Midnight zone, twilight zone, sunlight zone, coral reef.	Coordinates, landmarks, directions, north, east, south, west, seas, oceans, Earth, land, country, city, maps, atlas, globe, United Kingdom, mountain, England, Ireland, Scotland, Wales, island, harbour, village, road, tree, land, pond, lake, island, motorway, town, port, volcano, palm trees, quick sand, cove	Overfishing, pollution, litter, waste, oil spillage, sewerage
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Core Knowledge	
Nursery	Reception
I can talk about a holiday I have been on.	I can recall simple facts about a sea creature
I can say how it was similar and different to Urmston.	I can draw or label parts of a fish.
I can talk about the places people go on holiday and where they might stay.	I know that pollution in the ocean.
I can say how people might travel on holiday.	I know too much fishing is putting sea creatures at risk.
I can name a hot country.	I know ways we can respect the ocean.
I can talk about things you find at the seaside.	I can sort objects into those that sink and those that float.
I can name some sea creatures.	I can talk about good materials for making a ship in junk modelling.
I know that pirate ships were around a long time ago.	I can talk about what pirates used to do.
I know that wind makes a pirate ship sail.	I can name a famous pirate from the past.
I know what sink and float means.	I can give directions using a treasure map.
I can find landmarks on a treasure map such as a tree or mountain	I can make my own treasure map.
I know what an island is.	I can talk about the ways people travelled in the past
I can describe where the treasure is on a map.	I know some similarities and differences between travel in the past and travel in the present.
I can perform a pirate rhyme/song.	I know what an island is and can describe it.
I can act as a pirate.	I know that we live on an island.
I can choose appropriate colours to paint a sunflower.	I know which parts are water and which parts are land on a map.
	I can create my own art with recycled materials.
	I know what an artist is and can talk about different types of art.