

Oh, I Do Like to Be Beside the Seaside!



	academy trus									
	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7			
	Week	Week	Week	Week	Week	Week	Week			
	beginning:	beginning:	beginning:	beginning:	beginning:	beginning:	beginning:			
	6 th June	13 th June	20 th June	27 th June	4 th July	11 th July	18 th July			
Focus	Pirates!	At the beach	Under the sea	On the sea	Beach Safety /	Holid	days!			
					Looking after					
					the beach/sea					
Characteristics			Len	ny Lion's Learning	Zoo:					
of Effective	Go For It Gorille	a, Exploring Elepho	int, I Know Rhino, P	roud Peacock, Co	ncentrating Croco	dile, Persevering P	arrot, Choosing			
Learning			Chimp, Creativ	e Chameleon, Slin	nky Linky Snake	-	-			
Communication	Focus Rhyme:	Focus Rhyme:	Focus Rhyme:	Focus Rhyme:	Focus Rhyme:	Focus Rhyme:	Focus Rhyme:			
and Language	A Sailor Went to	Oh, I Do Like to	Fisherman Song	Row, Row, Row	Tide is Turning	Into the Sea	The Rockpool			
	Sea, Sea, Sea	Be Beside the		Your Boat		Song	Song			
		Seaside				Ŭ	Ŭ			
	B-3: Leniov singing	a, music and tovs t	hat make sounds:	I can listen and res	spond to a simple i	nstruction: I can ur	derstand simple			
		instructions; I can recognise and point to objects if asked about them; I listen to other people's talk with interest; I can make myself understood; I am starting to say how I am feeling, using words as well as actions; I am starting to develop conversation,								
	often jumping from topic to topic; I am developing pretend play; I am developing my speech sounds; I can listen to simple									
	stories and understand what is happening, with the help of the pictures; I can identify familiar objects and properties for									
	practitioners when they are described; I can understand and act on longer sentences; I understand simple questions about									
	 'who', 'what' and 'where'. 3-4: I enjoy listening to longer stories and can remember much of what happens; I can pay attention to more than one thin at a time; I can use a wider range of vocabulary; I can understand a question or instruction that has two parts; I can understand 'why' questions; I can sing a large repertoire of songs; I know many rhymes, I can talk about familiar books, and can tell a long story; I am developing my communication and pronunciation; I can use longer sentences of four to six word can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions; I can start 									
							than one thing			
	conversation with an adult or a friend and continue it for many turns; I can use talk to organise myself and my play.									
Personal, Social	Jigsaw:	Jigsaw:	Jigsaw:	Jigsaw:	Jigsaw:		anging Me -			
and Emotional	Changing Me -	Changing Me -	Changing Me –	Changing Me -	Changing Me -		pration			
Development	My body	Respecting My	Growing Up	Growth and	Fun and Fears	COICE				
Development	Twiy body	Body	Crowing op	Change	1 off and 1 cars					
	B-3 · Lam finding y	= = + + /	lf: Lam establishing)		references and de	cisions: Lam			
	B-3: I am finding ways to calm myself; I am establishing my sense of self; I can express my preferences and decisions; I trying new things and starting to establish my autonomy; I can engage with others through gestures, gaze and talk; I can engagement with others to achieve a goal; I am finding ways of managing transitions; I am thriving as I develop self-									
	assurance; I can play with increasing confidence on my own and with other children; I feel confident when I am taken									
	around the local neighbourhood, and I enjoy exploring new places; I feel strong enough to express a range of emotion									
	growing in independence; I am beginning to show 'effortful control'; I am increasingly able to talk about and manage my									
		emotions; I notice and ask questions about differences; I am developing friendships with other children; I can safely explore my								
	emotions beyond my normal range through play and stories; I can talk about my feelings in more elaborated ways learning to use the toilet with help, and then independently.						ways; I am			
	learning to use th	e toilet with help, o	and then independ	dently.						

	3-4: I can select and use activities and resources, with help when needed; I am developing my sense of responsibility and membership of a community; I am becoming more outgoing with unfamiliar people; I am showing more confidence in new						
	social situations; I can play with one or more other children, extending and elaborating play ideas; I can find solutions to conflicts and rivalries; I can increasingly follow rules, understanding why they are important; I can remember rules without						
	needing an adult to remind me; I am developing appropriate ways of being assertive; I can talk with others to solve conflicts; I						
	can talk about my feelings; I am understanding gradually how others might be feeling; I am becoming increasingly						
Physical	independent in meeting my own care needs; I can make healthy choices.Healthy Movers:Cosmic KidsHealthy Movers:Cosmic KidsCosmic KidsCosmic KidsCosmic KidsCosmic Kids						
Development	Hot Hot Hot	Yoga: Popcorn	-	oga: All About	Yoga: Nibs the	Yoga: Calypso	We are Brilliant!
	Treasure	the Dolphin		Boats	Octopus	the Flamingo	
	my whole body thr	ough continual p	and inside; I can pass practice of large move	ements; I can cl	ap and stamp to n	nusic; I am enjoying	g starting to kick,
			dependently with a r				
			ndently; I can spin, roll a tricycle; I can use lar				
			t; I am starting to eat				_
			ol; I can explore diffe				
	3-4: I am continuing to develop my movement, balancing, riding and ball skills; I can go up steps and stairs, or climb up apparatus, using alternate feet; I can skip, hop, stand on one leg and hold a pose for a game; I can use large-muscle movements to wave flags and streamers, paint and make marks; I am starting to take part in some group activities which I make up for myself, or in teams; I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm; I can match my developing physical skills to tasks and activities in the setting; I can choose the right resources to carry out my own plan; I can collaborate with others to manage large items; I can use one-handed tools						
	the right resources	to carry out my c	wn plan; I can collab	porate with othe	rs to manage large	e items; I can use c	ne-handed tools
	the right resources and equipment; I c	to carry out my c can use a comfor		control when ho	rs to manage large olding pens and pe	e items; I can use c encils; I am showing	ne-handed tools
Literacy	the right resources and equipment; I a for a dominant har T4W Focu	to carry out my c can use a comfor nd; I am becomin us Text:	wn plan; I can collab table grip with good ng increasingly indepe T4W Focus	control when he endent as I get o Text:	rs to manage large olding pens and pe dressed and undre T4W Foo	e items; I can use c encils; I am showing ssed. cus Text:	a preference T4W Focus Text:
Literacy	the right resources and equipment; I c for a dominant har	to carry out my c can use a comfor nd; I am becomin us Text:	wn plan; I can collab table grip with good g increasingly indepe	control when he endent as I get o Text:	rs to manage large olding pens and pe dressed and undre T4W Foo	e items; I can use c encils; I am showing ssed.	one-handed tools g a preference
Literacy	the right resources and equipment; I c for a dominant har T4W Focu Ten Little B-3: I can develop	to carry out my a can use a comfor nd; I am becomin us Text: Pirates play around favo	wn plan; I can collab table grip with good og increasingly indepe T4W Focus The Fish Who C Durite stories using pro	control when he control when he endent as I get o Text: could Wish	rs to manage large olding pens and pe dressed and undre T4W Foo Mr Sec e speech sounds p	e items; I can use c encils; I am showing ssed. cus Text: ahorse , b, m, w; I can pro	T4W Focus Text: She Sells Seashells
Literacy	the right resources and equipment; I of for a dominant har T4W Focu Ten Little B-3: I can develop f, th, s, sh, ch, dz, j of	to carry out my a can use a comfor nd; I am becomin us Text: Pirates play around favo and multisyllabic	wn plan; I can collab table grip with good og increasingly indepe T4W Focus The Fish Who C Durite stories using pro words; I can notice sc	control when he control when he endent as I get o Text: could Wish	rs to manage large olding pens and pe dressed and undre T4W Foo Mr Sec e speech sounds p	e items; I can use c encils; I am showing ssed. cus Text: ahorse , b, m, w; I can pro	T4W Focus Text: She Sells Seashells
Literacy	the right resources and equipment; I a for a dominant har T4W Focu Ten Little B-3: I can develop f, th, s, sh, ch, dz, j a a familiar logo; I ca	to carry out my o can use a comfor nd; I am becomin us Text: Pirates play around favo and multisyllabic an make marks or	wn plan; I can collab table grip with good ing increasingly indeper T4W Focus The Fish Who C purite stories using pro words; I can notice sc in my pictures to stanc	control when he control when he endent as I get of Text: could Wish ops; I can use the ome print, such of for my name.	rs to manage large olding pens and pe dressed and undre T4W Foo Mr Sec e speech sounds p as the first letter of p	e items; I can use c encils; I am showing ssed. cus Text: ahorse , b, m, w; I can pro my name, a bus or	T4W Focus Text: She Sells Seashells onounce I, r, w, y, door number, or
Literacy	the right resources and equipment; I a for a dominant har T4W Focu Ten Little B-3: I can develop f, th, s, sh, ch, dz, j a a familiar logo; I ca	to carry out my o can use a comfor nd; I am becomin us Text: Pirates play around favo and multisyllabic an make marks or	wn plan; I can collab table grip with good og increasingly indepe T4W Focus The Fish Who C Durite stories using pro words; I can notice sc	control when he control when he endent as I get of Text: could Wish ops; I can use the ome print, such of for my name.	rs to manage large olding pens and pe dressed and undre T4W Foo Mr Sec e speech sounds p as the first letter of p	e items; I can use c encils; I am showing ssed. cus Text: ahorse , b, m, w; I can pro my name, a bus or	T4W Focus Text: She Sells Seashells onounce I, r, w, y, door number, or
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Literacy Mathematics	the right resources and equipment; I of for a dominant har T4W Focu Ten Little B-3: I can develop f, th, s, sh, ch, dz, j of a familiar logo; I co 3-4: I can engage RWInc Nursery: Spe Number F	to carry out my a can use a comfor nd; I am becomin us Text: Pirates play around favo and multisyllabic an make marks or in extended conv eed Sounds – Set Rhyme:	wn plan; I can collab table grip with good og increasingly indeper T4W Focus The Fish Who C Durite stories using pro words; I can notice so my pictures to stance versations about stories 1 Sounds, including Pi	oporate with othe control when he endent as I get of Text: could Wish ops; I can use the ome print, such of for my name. es, learning new inny Time and Fre nyme:	rs to manage large olding pens and pe dressed and undre T4W Foo Mr Sec e speech sounds p as the first letter of p vocabulary; I can ed Talk Number	e items; I can use of encils; I am showing ssed. cus Text: ahorse , b, m, w; I can pro my name, a bus or write some letters	T4W Focus Text: She Sells Seashells onounce I, r, w, y, door number, or accurately.
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	the right resources and equipment; Lo for a dominant har T4W Focu Ten Little B-3: I can develop f, th, s, sh, ch, dz, j o a familiar logo; I co 3-4: I can engage RWInc Nursery: Spe Number F When I Was One B-3: I can compare notice patterns and	to carry out my o can use a comfor nd; I am becomin us Text: Pirates play around favo and multisyllabic an make marks or in extended conv eed Sounds – Set Rhyme: e, I Ate a Bun e sizes, weights, et d arrange things i	wn plan; I can collab table grip with good T4W Focus The Fish Who C Durite stories using pro words; I can notice so my pictures to stance versations about stories 1 Sounds, including Pi Number Rh 1,2,3,4,5, Once I C Alive tc, using gesture and in patterns.	oporate with othe control when he endent as I get of Text: could Wish ops; I can use the ome print, such of d for my name. es, learning new inny Time and Fre hyme: Caught a Fish	rs to manage large olding pens and pe dressed and undre T4W Foo Mr Sec e speech sounds p as the first letter of p vocabulary; I can ed Talk Number In the Park, gger/little/smaller',	e items; I can use of encils; I am showing ssed. cus Text: ahorse , b, m, w; I can pro my name, a bus or write some letters r Rhyme: , We Play 'high/low', 'tall/he	T4W Focus Text: She Sells Seashells onounce I, r, w, y, door number, or accurately. Number Rhyme: 3 Blind Jellyfish
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	notice and correct words such as 'firs		eating pattern; I a	m beginning to de	scribe a sequence	of events, real or fictional, using
Understanding the world	Learning about pirates – what is a pirate? Exploring treasure and maps	What can we find on the beach?	What lives under the sea? Mermaids: fact or fiction? Exploring the Great Barrier Reef	Exploring floating and sinking objects Finding out about fishermen and harbours (Mousehole Cat)	Finding out about lifeguards and the RNLI (visit?) Visit from the Cornish Plastic Protection Coalition(?)	Beach trip Where shall we go and how will we get there? What shall we pack?
	 B-3: I can repeat actions that have an effect; I can explore materials with different properties; I can explore natural r indoors and outside; I can explore and respond to different natural phenomena in my setting and on trips; I can make connections between the features of my family and other families; I notice differences between people. 3-4: I can use all my senses in hands-on exploration of natural materials; I can explore collections of materials with sime and/or different properties; I can talk about what I see, using a wide vocabulary; I am beginning to make sense of m story and family history; I can show interest in different occupations; I can explore how things work; I can plant seeds for growing plants; I understand the key features of the life cycle of a plant and an animal; I am beginning to understance to respect and care for the natural environment and all living things; I can explore and talk about different force feel; I can talk about the differences between materials and changes I notice; I am continuing to develop a positive about the differences between people; I know that there are different countries in the world and I can talk about the 					
Expressive arts and design	Aitferences I have Making flags Making necklaces using shells and pasta Making pirate hats Drawing treasure maps Making parrots Listening and dancing to sea shanties	e experienced or so Transient art with seashells, pebbles and driftwood Making ice- creams Sand painting Making Father's Day cards	een in photos. Making jellyfish Bubblewrap painting fish Listening to the music from The Little Mermaid Fork painting pufferfish Making wooden spoon mermaids	Building boats Creating boat collages Songs: Row, Row, Row Your Boat; Bobby Shafto; What Shall We Do With the Drunken Sailor?	Making beach safety flags Making lifeguard puppets Junk modelling sea creatures	Den building tents Making aeroplanes Making postcards Collage pictures from travel brochures
	B-3: I can explore materials; I can us express my ideas.	se my imagination	as I consider what	I can do with diffe	erent materials; I ca	ate and play with different n make simple models which