

# Yearly Topics/Themes

<b>Autumn Term 1</b>	<b>All About Me</b>
Week 1	This is me
Week 2	My emotions/feelings
Week 3	Family
Week 4	My House
Week 5	Bodies
Week 6	Being Healthy
Week 7	People who help us
<b>Autumn Term 2</b>	<b>Celebrations</b>
Week 8	Diwali
Week 9	Halloween
Week 10	Bonfire night/Remembrance day
Week 11	Birthdays
Week 12	Weddings/new baby
Week 13	Christmas
Week 14	Christmas
Week 15	Christmas

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<b>Spring Term 1</b>	<b>Changes</b>
Week 16	Texture changes
Week 17	Day and night/light and dark
Week 18	Chinese new year
Week 19	Weather
Week 20	Animals (hibernation)
Week 21	Colour mixing (animals which change colours)
Week 22	Valentine's day
<b>Spring Term 2</b>	<b>Life Cycles</b>
Week 23	Lifecycle of a frog
Week 24	Caterpillar lifecycle (world book day)
Week 25	Mother's Day-lifecycle of sunflower
Week 26	Lifecycle of a bee
Week 27	Lifecycle of a chick (Easter)

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<b>Summer Term 1</b>	<b>Travel</b>
Week 28	St Georges Day (England)
Week 29	Maps/The World
Week 30	Space
Week 31	Road safety
Week 32	Transport on the ground
Week 33	Transport in the air
<b>Summer Term 2</b>	<b>Holidays</b>
Week 34	We're going on a bear hunt
Week 35	Father's Day
Week 36	Camping
Week 37	By the seaside
Week 38	Ice creams
Week 39	We're all going on a summer holiday

## Yearly Overview

	Main Topic/Theme	Topic Hooks	Key Texts	Visits/Visitors	Parent Events	Festivals	Role-Play Areas
Autumn 1	All about me	This is me My emotions Family My house Bodies Being healthy People who help us My superpowers	Goldilocks and the 3 bears Stickman 3 little pigs Mr and Mrs potato head The tiger who came for tea  Supertato	Dentist Doctor/Nurse Fire officer Police Opticians	EAR meetings		Home corner 3 bears house Builder yard Doctors Kitchen Hospital Den making
Autumn 2	Celebrations	Halloween Bonfire night/remembrance day Diwali Birthdays Weddings/new baby Christmas	Room on a broom  Kippers birthday The new baby	Panto Christmas party/entertainer	Nativity play Learning journey/progress summary week	Halloween Bonfire night remembrance day Diwali Christmas	Witches kitchen Fire station Indian restaurant Tea party/dressing up clothes Baby clinic Post office Elves workshop Carols around the tree
Spring 1	Changes	Texture changes Day and night/Light and dark Weather Animals (hibernation) Colour mixing (animals which change colour) Valentines/Chinese new year	Peace at last Rainbow song Hedghog howdedo Rainbow fish  Cbeebies Chinese new year	Nature Walk Brookby Melton college (animals)	Valentines celebration	Valentine's day Chinese new year	Builders yard Den making/dressing up Weather station Hibernation den Theatre Chinese restaurant

<b>Spring 2</b>	Life cycles	Life cycle of a frog Caterpillar lifecycle Sunflower lifecycle Lifecycle of a bee Lifecycle of a chick	5 speckled frogs Hungry caterpillar Jack and the bean stalk Bear likes honey	Vet Roots farm	Mother's day morning Easter bonnet parade	World book day Mother's day Easter	Fishing pond Fruit and veg shop Flower shop Den making
<b>Summer 1</b>	Travel	Maps/the world England Space Road safety Transport on the roads Transport in the air Transport in the sea/underground	Aliens love underpants  Whatever next	Local walk/ road safety and transport survey	Learning journey/progress summary week	St Georges day	Dressing up King and queen banquet Space station Junk modelling/tools Garage Airport Boat
<b>Summer 2</b>	Holidays	We're going on a bear hunt Father's day Camping By the seaside Ice creams	We're going on a bear hunt  Sharing shell	Entertainer/ leavers party	Father's day celebration Graduation	Father's day	Cave Tools and garage Camping By the seaside/picnic

# All About Me



Personal, Social and Emotional Development	Communication and Language	Physical Development	
<ul style="list-style-type: none"> <li>• Talk about what it means to be unique. Can the children name something that they think makes them unique? Invite them to add a handprint to a large piece of paper and add their thoughts and ideas for a 'what makes us unique' display.</li> <li>• Explore different emotions with the children. Sit the children in a circle and play 'pass the feeling'. Whisper a feeling to the first child, they make the expression and pass it on around the circle. Can the children guess what feeling it is?</li> <li>• Sit in a circle and pass around a toy as a mascot. Ask the children to name something they like and explain why. It could be a toy, food, person, etc. Then, ask them to think of something they dislike and explain their reasons why.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a senses station. Ask the children to close their eyes and encourage them to feel, smell, look at and listen to a range of objects. Can they use suitable describing words to talk about the objects?</li> <li>• Play a game of 'Guess Who?'. Choose a child to give clues (such as hair colour) to the class. Can the children guess who they are describing? You could provide photos of the children after the activity for children to continue play in continuous provision.</li> <li>• Provide rectangles of paper, lolly sticks, materials and sticky tape. Ask the children to make stick puppets of themselves and their friends. Can they act out a story using the stick puppets?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask children to show you where their heart is. Can they feel it beating? Encourage children to take part in a range of activities that allow them to try different movements. What do they notice about their heartbeat now?</li> <li>• Provide children with the opportunity to explore what their hands can do. Offer different fine motor skills activities, such as threading, hammering, rolling, sewing and twisting. What are they able to do to different materials using their hands?</li> <li>• Talk to the children about keeping healthy. Provide a selection of fruits. Talk about healthy foods and encourage the children to make a face using the fruit.</li> </ul>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Ask the children to draw a picture of themselves and their family. Can they write the names of their family members?</li> <li>• Provide a feelings chart with the feelings labelled. Each day, encourage children to read the feelings then select their name and add it to the chart to show how they are feeling.</li> <li>• Provide children with a star shape and some magazines. Ask them to find pictures to represent themselves and stick them on the star. Can they add their name too?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage each child to draw around their foot. Can they use cubes to measure how long their foot is? Who has the biggest foot? Who has the smallest foot?</li> <li>• Provide children with a range of 2D shapes. Can they use them to build their house.</li> <li>• Talk about the months of the year. Can the children name any? Do they know what month their birthday is in?. Which month has the most birthdays? Which month has the least?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to explore different occupations and talk about people who help us.</li> <li>• Invite children to take photos of each other using a camera. Print the photos and cut them into four or six pieces. Encourage children to build the picture puzzles up.</li> <li>• Ask children to bring in baby pictures from home. Compare pictures of the children as babies to now. How have they changed? What can they do now that they could not do as babies?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a home corner for the children to explore.</li> <li>• Learn a range of songs that relate to bodies, such as 'Head, Shoulders, Knees and Toes' and 'The Hokey Cokey'.</li> <li>• Using paper plates and a range of media and materials, ask children to make a self-portrait. They could explore looking in a mirror.</li> <li>• Encourage a child to lay on the floor. Use large scale building bricks to outline the child. Ask the child to get up and look at the outline the bricks have left. What do they notice?</li> </ul>



# Celebrations

Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"><li>• Talk about how different festivals are celebrated and encourage children to share their own experiences with the group.</li><li>• Work together to build a pretend bonfire in the outdoor area using a range of materials, such as wood, sticks, boxes, tissue paper and fabric.</li><li>• Play a game of 'Pass the Present'. Support the children when waiting for their turn and passing the present to their friend.</li></ul>	<ul style="list-style-type: none"><li>• Provide celebration pictures. Encourage the children to talk about what they can see. Can they use language to describe the pictures and relate it to their own experience?</li><li>• Encourage the children to listen to stories about why we celebrate different events.</li><li>• Use festive items to play a memory game in a group.</li><li>• In a small group, encourage the children to help the Christmas elves by following instructions to organise the presents ready for Christmas Day. For example, can the children put the green present into Santa's sack but put the red presents in a pile on the table?</li><li>• Set up Christmas Small World Characters in a large activity tray. Encourage the children to introduce a narrative when playing.</li></ul>	<ul style="list-style-type: none"><li>• Use bright colours to create playdough. Ask the children to roll the playdough to create their own firework/rangoli patterns.</li><li>• Talk to the children about keeping safe when at a firework display or using sparklers.</li><li>• Using white pipe cleaners and beads, encourage children to create their own candy cane patterns.</li><li>• Encourage the children to develop teamwork skills as they work together to build a grotto or a new sleigh for Father Christmas, using large pieces of fabric, pegs and one-handed tools.</li><li>• Create a Christmas-themed obstacle course in your outdoor area and encourage children to get presents to Santa's sleigh at the end. Children can use shovels to clear the path, balance on candy canes (logs or steps) and move around Santa hats (cones).</li></ul>

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Line a tray with a shiny, colourful piece of wrapping paper and cover with black rice. Provide children with paintbrushes to encourage them to explore mark making in the rice to reveal the colourful paper, which looks like fireworks in the night sky.</li> <li>• Use rice to mark make rangoli patterns.</li> <li>• Provide the children with lots of Christmas labels and some presents. Can the children help Santa's elves by writing names on the labels and attaching them to the presents?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the children to practice counting candles on cakes and matching numerals to their quantities. Also introduce simple + &amp; - sums.</li> <li>• Pretend to build a bonfire in the outdoor area. Encourage the children to collect different-sized twigs and sticks for the fire. Encourage them to compare the lengths of the sticks so they are only using the longest ones.</li> <li>• Create 2D shape snowman.</li> <li>• Use some role-play sweets or cakes to practise counting and sharing equally. How many would each person get?</li> <li>• Look at size and weight of different cakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite children to dress up in different party clothes.</li> <li>• Use software on a computer or tablet to create a celebration card.</li> <li>• Explore light and dark by creating a dark den. Allow the children to explore lighting up the den and looking at the pictures.</li> <li>• Talk with the children about celebrations or festivals they know.</li> <li>• Each day, hide a cheeky elf around our learning environment. Children can use a camera to take a photo.</li> </ul>	<ul style="list-style-type: none"> <li>• Create glitter pictures. Add watered-down paints in different colours to spray bottles. Allow the children to spray on a large piece of paper.</li> <li>• Encourage children to use instruments and sing Christmas songs.</li> <li>• Explore colour mixing using different paints to make rangoli/firework pictures.</li> <li>• Provide some salt dough or clay for children to use to make diya lamps</li> </ul>





# Changes

Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"><li>• With the children, play the 'Imagine if...' game. Choose a statement, such as 'Imagine if it was winter all year long'. Allow the children to discuss with each other their opinions and ideas surrounding this statement and support them to listen to their friends.</li><li>• Encourage the children to work together to make a dark den.</li><li>• Encourage the children to work together to build a large dragon out of boxes. How many boxes do they think they will need? How can they work together to build it? Can the children work together to decide how to decorate the dragon they have built? As a group, encourage them to agree on which materials to use and complete the dragon together.</li></ul>	<ul style="list-style-type: none"><li>• Create a class story using small world animals. Decide where the story will be set and which themed characters will be used.</li><li>• Teach the children to say 'Happy new year!' in Chinese. As a class, discuss if there are there any other words or phrases the children would like to learn.</li></ul>	<ul style="list-style-type: none"><li>• In the malleable area, provide blue and clear ice with winter-themed objects and toys inside. Using tools, encourage the children to free the objects from the ice.</li><li>• Encourage the use of a pincer grip to place pegs on a hedgehogs back.</li><li>• Dye some noodles bright colours and add these to a large activity tray alongside some bowls and chopsticks or tweezers. Children develop their fine motor skills as they use chopsticks or tweezers to add the noodles to the bowls.</li><li>• Using some pieces of fabric, create a dragon dance. Encourage the children to explore moving in different ways to zigzag the dragon across the room or playground.</li><li>•</li></ul>

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• When reading a familiar story, pause at a particular section. Introduce a variety of themed small world characters and allow the children to choose one. As a class, create a different ending to the story using the new character.</li> <li>• Leave coloured paper in the mark-making area for children to create cards for Chinese New Year. They may wish to have a go at using some of the Chinese letters in their cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage counting raindrops and matching numerals to quantities</li> <li>• Cut out some snowman templates along with snowman decorations. Support the children to share out the decorations equally between the snowmen. Discuss with the children if the snowmen have the same, more or less.</li> <li>• Give the children some lucky gold coins. Encourage them to count their gold coins. How many do they have? Can they share their gold coins with a friend? How many do they have each? Do they have the same number of coins?</li> </ul> <p>Provide a shallow tray full of pre-cooked noodles that are different lengths. Explain to the children that we are looking for the longest noodle in the tray. Encourage them to think about how they will work out which one is the longest. When they think they have the longest noodle, encourage the children to compare them against their friend's noodle. Who has the longest now?</p>	<ul style="list-style-type: none"> <li>• Provide a camera in the outside area. Encourage the children to take photos of the natural world and document the changes that take place throughout the season. Then, as a class, compare summer and winter. Children can use the photos to explore what has changed in winter and why.</li> <li>• Using instruments, create a snowstorm soundscape. Record the children's sounds and play it back. Discuss with the children what they can hear and which instrument represents which element of the winter weather.</li> </ul>	<ul style="list-style-type: none"> <li>• As a class, create movements to represent a different type of animals.</li> <li>• Create different feely boxes for the children to explore textures.</li> <li>• In the painting area, place tinfoil instead of paper. Provide the children with blue and white paint, cotton wool and eco-friendly glitter for them to make their own icy paintings.</li> <li>• Explore painting ice.</li> <li>• Explore different textures outside by providing wax crayons and paper to do rubbings.</li> <li>• Exploring colour mixing by experimenting with skittles/paint bags.</li> <li>• Encourage children to use the musical instruments to recreate music from a dragon dance. Some children could play the music, while others parade around as a dragon.</li> </ul>



# Lifecycles



## Personal, Social and Emotional Development

- Explore a range of spring festivals, such as Mother's Day, Easter and Holi. Create a large floor book to capture each festival using photos, drawings and speech bubbles.
- Talk about how the animals and plants are feeling as they wake up from winter. What words can they use to describe spring?
- Discuss how spring is a time of new beginnings and growth. Look at how different plants and animals change and grow. How have the children changed and grown since they first joined school? Can they describe changes in positive terms?
- Look at a Christian church and discuss the features that can be found both inside and outside a church. Perhaps you could visit a local church or explore a church through this Inside a Church PowerPoint.
- Talk with the children about kind hands in relation to holding baby chicks and other baby animals. Create a 'kind hands' display with children's painted handprints alongside the children's words about the importance of kind hands.
- Encourage children to share their own family traditions of Easter.

## Communication and Language

- Make a collection of recordings of lifecycle sounds, such as lambs bleating, frogs croaking, rain and birdsong. Can the children identify each sound? Can they copy the sound?
- Create a pond scene in an activity tray using green slime or jelly, lily pads made from cards or plastic lids and plant foliage. Use a plastic frog to explore preposition, such as 'put the frog under the lily pad' and 'put the frog next to the flowers'.
- Share themed stories with the children. Talk about the changes that happen to the caterpillar and how the caterpillar may feel. What would the children like to say to him?
- Encourage children to use positional language by going on an Easter egg hunt. Hide plastic eggs for the children to find and describe where they are hidden.
- Encourage children to learn and explore new language related to Easter, such as young animal names and vocabulary related to growth.

## Physical Development

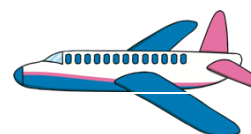
- Collect some artificial flowers on stalks and some kitchen colanders. The children can make spring flower arrangements by threading the stalks through the holes.
- Explore large body movements with a theme, such as floating through the air like blossom, waddling like a duck, buzzing like a bee and jumping like a frog.
- Using their bodies, children explore how seeds grow from a tiny seed, to a shoot and then a large flower. How can they show this with their bodies?
- Create a digging area where children can explore a range of garden tools, such as trowels, spades, rakes, forks and watering cans.
- The children can decorate Easter egg shapes using a large variety of materials and papers for cutting and sticking.
- Play Easter parachute games by placing plastic eggs onto the parachute. Can the children get the eggs through the hole in the centre? Be careful that the eggs don't fall off as they might smash!
- Provide yellow playdough, yellow feathers, pipe cleaners and googly eyes for the children to make their own Easter chicks.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Create a Garden Centre Role-Play area where lots of opportunities for writing are provided. These could include writing labels, shopping lists, order forms and receipts.</li> <li>• Make a bug hotel and encourage the children to write invitations to the bugs asking them to come and visit.</li> <li>• Take the children on a spring walk around and outdoor area. Provide the children with a list of simple and decodable themed words, such as rain, seed and plant. Can the children read the items on the list and tick them off as they see them on the walk?</li> </ul>	<ul style="list-style-type: none"> <li>• The children can make a spring garden potion and record the ingredients used. Provide a variety of flowers, leaves, grass and bird seed, alongside spoons, water and bowls. Encourage children to record their ingredients using marks and pictures on a whiteboard. How many ingredients did they use in total?</li> <li>• Allow the children to explore these Spring Flower Number Shapes activities where they can explore counting and matching.</li> <li>• Provide some plant pots and artificial spring flowers on stalks. Roll a dice and place this number of flowers into the pot.</li> <li>• Create your own garden ten-frames using sticks to form the frame. Children can collect natural objects to explore counting.</li> <li>• Plant seeds and describe the sequence of events using Plant Sequencing Cards.</li> <li>• Provide the children with empty egg boxes, plastic eggs and number cards. Can the children match the correct numeral to the number of eggs in the egg boxes?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a floor book of the changing seasons. Children can capture spring changes on camera or through artwork and writing.</li> <li>• Discuss new life and baby birds hatching. Observe birds in the environment and encourage children to make their own birds' nests from grass and twigs.</li> <li>• Explore new life with the children and the life cycles of different species.</li> <li>• Turn a Bee-Bot into an Easter Bunny and programme it to reach different locations or Easter eggs.</li> <li>• Search for signs of new life in nature and ask the children to record these on a digital camera. The photos could be added to an Easter floor book, alongside children's drawings, observations and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to use painted bubble wrap to print pink tree blossom or frog spawn and create a lovely spring scene.</li> <li>• Explore colour mixing by adding blue and yellow paint to an activity tray. Mix the colour green by driving toy tractors through the paint. Help the farmer sow seeds by sprinkling bird seed into the paint.</li> <li>•</li> </ul>



# Travel

Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"><li>• Talk about the world and where we live on Earth. Do any children know where they live?</li><li>• Talk about the vehicles used by people who help us, such as ambulances, fire engines, air ambulance helicopters and so on. What do the children know about these vehicles? Why and how are they different to normal vehicles?</li><li>• Encourage the children to set up a system outside for using the large wheeled toys, taking turns and sharing fairly.</li><li>• Provide buckets of soapy water, watering cans, cloths and sponges for the children to work together to wash the bikes and scooters.</li><li>• Encourage the children to work together to make a big rocket.</li></ul>	<ul style="list-style-type: none"><li>• Using a story with a transport theme, give the children pictures of the different types of transport and characters in the story. Invite them to listen carefully to the story and hold up their picture when they hear their transport or character mentioned.</li><li>• Talk with the children about journeys they have made. On a large piece of paper, draw an outline of a bus, plane, car or train and invite the children to draw faces in the windows. Talk about who they have drawn, where they are going and what they will do when they get there.</li><li>• Play a memory game with the children. For example, 'I walked down the road and I saw...' or 'I travelled in the car and I saw...'</li></ul>	<ul style="list-style-type: none"><li>• Using chalk, draw a roadway in the outside area. Include junctions, pedestrian crossings and roundabouts. Encourage children to ride the large wheeled toys around the area, changing speed and direction as they go.</li><li>• Using your chalked roadway, encourage children to think about road safety, for road users and pedestrians. Talk with the children about how to stay safe when using and crossing the road.</li><li>• Add small, wheeled toy vehicles to the malleable area and let children investigate rolling the vehicle over playdough to squash and roll it and make different tyre tracks.</li><li>• Play a team game of capture the flag.</li></ul>





Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"><li>• Create a small world car park using a large piece of black paper and white chalk. Write decodable words in the parking bays and provide small world vehicles labelled with the same words. Can the children read the words and match the vehicles to the correct bay?</li><li>• Show the children pictures of vehicles that begin with different initial sounds. Say the sound and see whether the children can identify the vehicle.</li><li>• Write letters onto train carriages and encourage children to link carriages to make words. You can use pictures or real small world train carriages for this activity.</li><li>• Attach pens to small world vehicles. Can the children drive the vehicles around the page to make different marks? What words can they write?</li></ul>	<ul style="list-style-type: none"><li>• Create numbered parking bays for the large wheeled toys and give each toy a number. Encourage children to 'park' their toy in the correct bay.</li><li>• Create numbered 'garages' from boxes for the toy cars. Label each car with a mathematical problem – perhaps a number sentence or a set of dots to count or subitise. Invite children to park the cars in the correct garages.</li><li>• Use construction kits to make roads or railways in different 2D shapes. Encourage children to think about the properties of the shapes as they drive their cars or trains around them.</li><li>• Invite children to draw a picture of the way they come to school. Use the pictures to create a simple class pictogram.</li><li>• Use 2D shapes to make a castle.</li><li>• Practise counting backwards to play a rocket game. Invite children to crouch down and count backwards from different numbers. When they reach zero, they can shout "Lift-off!" and jump into the air.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Talk about the important role played by transport. Show pictures of different vehicles, such as a food delivery van, tractor or blood bike and talk about what these vehicles do.</li><li>• Provide wooden building bricks and strips of different materials, such as fabric, card and paper. Challenge children to build bridges to carry vehicles over the river. Can they test the strength of the different materials?</li><li>• Use lengths of open guttering to create waterways. Provide plastic containers, playdough, paper and straws and let children make boats with sails and investigate how to make them move along.</li></ul>	<ul style="list-style-type: none"><li>• Cover the base of a large activity tray with white paper and blobs of ready-mixed paint in different colours. Add in some toy wheeled vehicles and invite children to explore making tracks in the paint.</li><li>• Provide a range of pictures of vehicles with some tuned and untuned percussion instruments. Challenge the children to use instruments to recreate the sound of the vehicle.</li><li>• Encourage children to move in different ways to represent different vehicles. Can they float like a hot-air balloon, chug like a tractor and zoom like a rocket?</li><li>• Set up a car wash role-play area in your outside area.</li></ul>

# Holidays



Personal, Social and Emotional Development	Communication and Language	Physical Development	
<ul style="list-style-type: none"> <li>• Lead a circle time with the children. Encourage the children to share their experiences of visiting the seaside. Pass a seashell around the circle and encourage children to share their favourite seaside activity or what they would like to do on a visit to the beach.</li> <li>• Play a game using a beach ball. Roll the ball across the circle towards a child and say their name. Then, invite that child to roll the ball across the circle and say a friend's name.</li> <li>• Encourage children to work together to create a role-play beach hut in the outside area using large cardboard boxes or construction toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a small world beach in a large activity tray for children to explore. Spread a layer of sand in the tray and add some seashells, seaweed (or strips of green paper)</li> <li>• Introduce new vocabulary by hiding a selection of seaside-themed pictures, such as a hat, sunglasses and a lighthouse, in a tray of sand. Encourage children to talk about the pictures they find.</li> <li>• Work together to make a camp fire, listening to one another's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a seaside game using a parachute. Place a beach ball on top of the parachute. Invite the children to hold the parachute around the edge and create waves by raising and lowering the parachute at different speeds.</li> <li>• Fasten baskets or trailers on to some large wheeled toys and provide role-play ice creams for the children to 'sell' to others in an outside area.</li> <li>• Mix some sand and water together in a large tray. Bury some small world crabs in the sand. Invite children to use large tweezers to rescue the crabs.</li> </ul>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• Create a list of seaside words, such as sand. Then, write some corresponding rhyming words, such as band, and hide them around the setting. Provide children with buckets and the list of seaside words. Can they collect and match the rhyming words?</li> <li>• Provide shallow trays of sand for children to use along with seaweed pens (paintbrushes with strips of green paper fastened to the top). Invite children to write their names, letters or words in the trays of sand.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite children to use a Role-Play Seaside Souvenir Shop to explore money. Provide priced items for children to buy using pennies or coins of different values.</li> <li>• Explore addition by counting shells into a bucket and then asking a child to place more shells into the same bucket. How many shells are in the bucket altogether?</li> <li>• Write numbers on building bricks from zero to ten or twenty. Invite children to build lighthouses by placing the bricks in order. Build lighthouses of different heights to compare.</li> <li>• Use 2d shapes to make bears.</li> </ul>	<ul style="list-style-type: none"> <li>• Support children to make their own ice lolly's by freezing fruit squash or juice. Talk about what happens to liquids in the freezer.</li> <li>• Encourage children to explore mixing dry sand with water and talk about what they notice. Provide buckets and spades for children to use to build sandcastles with the damp sand.</li> <li>• Invite children to explore floating and sinking using a tray of water. Provide a variety of materials for children to use to build boats and investigate how to make them float on the water.</li> </ul>	<ul style="list-style-type: none"> <li>• Play the children music based on sea sounds. Encourage children to explore moving their bodies to the sounds.</li> <li>• Encourage children to build lighthouse models using a variety of construction toys or recyclable materials.</li> <li>• Provide a variety of materials, such as sandpaper, card and cotton wool, for children to use to create seaside collages.</li> <li>• Provide sensory trays for the bear hunt and encourage the children to describe the texture of these.</li> </ul>

