

Aire – Summer 2 Medium Term Plan



Key: **Reception** **Nursery** **All**

'Oh I do like to be beside the seaside... - Seaside adventures and sustainability'

- - What can we discover and protect in the seas and at the seaside?

	Focus Book	Key Vocabulary	Key Questions	
Week 1/2	The Tale of a Toothbrush - <i>Where does our rubbish go?</i>	toothbrush, plastic, recycle, rubbish, journey, ocean	What is rubbish? Where do we put our rubbish? What happens when we throw something away? Can we reuse or recycle some things? Why is it important to keep our world clean? What is a toothbrush? Why do we need to brush our teeth? Where do old toothbrushes go? Can we recycle a toothbrush?	What happens to rubbish after it leaves our bin? What does recycling mean? How can we sort rubbish into different types? What can we reuse instead of throwing away? How does rubbish affect nature and animals? What happens if we don't brush our teeth? What materials are toothbrushes made from? How can we recycle or reuse a toothbrush? Why is brushing our teeth good for our health and the planet?
Week 3/4	Grandma's Seaside Bloomers - What do we need for a seaside adventure?	bloomers, seaside, windy, whoosh, float, rescue	What do we wear at the beach? What do we take with us to the seaside? What can we see and hear at the beach? How do we stay safe in the sun? What do we like to do at the seaside?	What makes a seaside place different from where we live? What do people do at the beach for fun? What do we need to pack for a seaside trip? How can we look after the beach and sea creatures? What do seaside towns look like and how do they work?
Week 5/6	Splash! Anna Hiiscus - How do people enjoy nature in different places?	splash, hot, family, cool down, laugh, wave	What is a bee? What do bees do? Where do bees live? Why do bees visit flowers?	How do people enjoy nature in hot and cold places? What do people do in forests, beaches, and mountains? How do people care for nature in different countries? What is the same and different about nature in other places? How can we enjoy and protect nature where we live? What makes a place special? How do people celebrate in special places? What do Christians believe about God?

Provision Enhancements

Inside							Outdoors		Visits/ Visitors and Events
Mark-making/creative	Role-play area	Investigation Station	Small world	Playdough	Sensory tray	Fine Motor table	Sand/mud/water	Mark making	
1. Create a fish <i>(Fish outline, shiny paper, sequins, and glue)</i> 2. Colour in your favourite ice cream <i>(colouring ice creams and felt pens)</i> 3. Make a loose part sea creature <i>(matchsticks and googly eyes)</i> 4. Make a loose part sea creature <i>(matchsticks and googly eyes)</i> 5. Observational drawing of shells <i>(shells, black paper, white, pink, brown chalks)</i> 6. Create a pattern using scissors on coloured paper strips <i>(Pre-draw zigzags, waves, and straight lines for cutting practice)</i>	<i>Ice Cream Shop / Beach Café</i> Add: Cones, scoops, pretend ice cream, menus, till, sunglasses Sign: <i>"Can you serve ice cream to your friends?"</i>	Focus: Water, sand, floating/sinking - Shells, pebbles, and magnifiers - Water tray with floating/sinking objects - Salt vs fresh water experiment - Ice blocks with hidden treasures - Sand samples from different places	1-2 Beach scene – sand, shells, buckets, towels 3-4 Rockpool – crabs, starfish, seaweed 5-6 Under the sea – fish, coral, submarines 7-8 Seaside town – ice cream van, beach huts, lifeguards	1-2 Can you make a playdough ice cream? <i>(Cones, scoops, sprinkles)</i> 3-4 Can you make a sea creature? (Add: googly eyes, pipe cleaners, sea-themed cutters – fish, starfish, crab) Children can sculpt creatures and talk about where they live and what they eat. 5-6 Can you make a beach picnic? (Add: cupcake cases, mini plates, pretend food cutters – sandwiches, fruit) Link to role play and snack time conversations. 7-8 Can you make a beach animal home?	1-2 Sensory Base: Sand - Enhancements: shells, pebbles, seaglass 3-4 Sensory Base: Blue jelly with - Enhancements: toothbrushes and bottle tops 5-6 Sensory Base: White rice Enhancements: Pebbles, shells :	1-2 Tweezer Sort – Seaside Treasures Children use tweezers to sort small seaside-themed items (e.g. shells, pebbles, sea glass, buttons) into trays or baskets. 3-4 Threading Fish Scales Thread sequins or beads onto fish-shaped cards with punched holes to create sparkly scales. 5-6 Peg the Beach Scene Use pegs to attach beach-themed picture cards (e.g. bucket, spade, sunhat, ice cream) onto a washing line or background scene.	<i>Rockpool Exploration</i> - Add: Pebbles, shells, water trays, sea creature toys - Focus: Nature play, sorting, imaginative storytelling	1-2 Make sea creature shapes using pebbles and chalk <i>(Children draw or build fish, crabs, and jellyfish)</i> 3-4 Create wave patterns with chalk and shells or stones <i>(Use curved lines and textures to mimic the sea)</i> 5-6 Build a beach scene using sand, sticks, and natural materials <i>(Children create pretend rockpools or beach huts)</i>	- Visit the beach - Go rockpooling - Ask a fisherman to visit - Sea shanties - Beach day in school e.g. dressing up, picnic.

				<i>(Add: small world animals – crabs, turtles, seagulls – and natural materials)</i> Encourage storytelling and habitat talk		7-8 Seaside Sticker Scene Children peel and place themed stickers (e.g. fish, boats, sun, shells) onto a beach background. <i>Focus: Pincer grip, spatial awareness</i>			
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Area of Development	Continuous Provision (CP) Approaches and enhancements These approaches support child-led exploration and spontaneous language development:	Adult-Led Approaches These approaches support structured language development and targeted teaching:	Nursery Intended Outcomes	Reception Intended Outcomes
Communication & Language	Listening - Small-world play with beach scenes, rockpools, and seaside towns to encourage listening to peers. - Role play areas (e.g. ice cream shop, lifeguard station, beach café) where children listen and respond during pretend scenarios. - Outdoor water and sand stations with adult modelling of descriptive language, encouraging children to listen and join in. Attention - Open-ended resources like shells, pebbles, sea glass, and recycled materials to promote sustained engagement. - Independent storytelling stations with sea creature puppets or toothbrush journey story stones. - Outdoor sensory trails and nature hunts for seaside items to support attention through movement and curiosity. Understanding - Object-based play (e.g. sorting rubbish, floating/sinking experiments, matching beach items) to support pointing and responding. - Mini provocations with labelled items (e.g. “recycle”, “float”, “splash”) to encourage understanding of vocabulary and concepts. - Snack time prompts like “What did you see at the beach?” or “How do we keep the sea clean?” Speaking - Peer play in small world seaside towns and rockpools to encourage expressive language and storytelling. - Role play conversations in the beach café or lifeguard station using props and pretend scenarios. - Mark making and storytelling areas where children describe sea creatures, seaside adventures, or recycling journeys.	Listening - Story time with repeated refrains and interactive questioning using <i>The Tale of a Toothbrush</i>, <i>Grandma’s Seaside Bloomers</i>, and <i>Splash! Anna Hibiscus</i>. - Song and rhyme sessions about the seaside, recycling, and water play to build auditory memory. - Guided carpet sessions with visual prompts (e.g. toothbrush lifecycle, beach safety posters, seaside maps). Attention - Circle time games like “Beach Sound Guessing” or “Pass the Shell” to build attention and turn-taking. - Focused small group work with sorting and matching tasks using seaside-themed resources. - Visual timetables and cues (e.g. beach day checklist, recycling steps) to support attention during transitions. Understanding - Interactive story sessions with “why” and “how” questions about seaside adventures and sustainability. - Adult-led play modelling with clear instructions and vocabulary (e.g. “Let’s sort the rubbish into recycling and waste.”). - Concept-based discussions using real objects or books (e.g. “Which things float? Which things sink?”). Speaking - Rhymes and poems with opportunities to join in and repeat (e.g. “Seaside Song”, “Toothbrush Travels”). - Role play modelling with adult joining in and extending language (e.g. “Let’s pretend we’re serving ice cream to our friends.”). - Small group storytelling where children retell or act out seaside stories. - Show and tell where children bring in seaside items or photos and talk about their experiences.	Nursery: Listening I can listen to non-fiction books and learn new things. I can listen to rhymes and songs and talk about how they sound.. I can respond with a question, comment, or action when I hear something interesting. Attention I can stay focused in small groups or whole class for a short time. I might find it tricky to pay attention to more than one thing at once. Understanding I can follow one-step instructions. I can understand and answer simple “why” questions. Speaking I can use simple sentences to talk. I can sing lots of songs like nursery rhymes and number songs. I can use talk to help organise my play and what I’m doing.	Listening I can listen to adults, friends, and new people really well. I can listen carefully during play and learning time. Attention I can concentrate well during learning. I can pay attention to others when I’m playing. Understanding I can retell a story and show I understand it. I can use lots of new words when I talk and share ideas. I can use descriptive language to explain my ideas and experiences. Speaking I can make up my own story in play. I can use full sentences with words like “and”, “because”, “so”. I can use new vocabulary in different places like play, carpet time, and outside. I can use past, present, and future words when I talk to friends and grown-ups.
Personal, Social & Emotional	Self-Regulation - Emotion-themed small world play using seaside characters (e.g. a worried crab, a proud lifeguard) to explore feelings. - Cosy corners styled as beach huts or shaded picnic spots for quiet reflection and self-soothing. - Emotion mirrors and cards in dressing-up areas (e.g. "How does the fish feel when it’s stuck in rubbish?“). - Books and puppets featuring seaside dilemmas (e.g. a lonely shell, a nervous swimmer) to prompt emotional talk. Managing Self - Tidy-up routines built into beach café role play (e.g. "Let’s clean up the rubbish before we serve ice cream!“). - Visual prompts for rules like "kind hands" and "safe splashing" displayed in	Self-Regulation - Circle time discussions using emotion puppets and seaside scenarios (e.g. "How did the toothbrush feel when it was thrown away?“). - Stories about emotions like <i>The Tale of a Toothbrush</i> or <i>Splash! Anna Hibiscus</i>, paired with transition stories to explore feelings. - Calm-down strategies taught using seaside imagery (e.g. "Let’s breathe like waves rolling onto the shore“). - Songs and rhymes about feelings and the seaside (e.g. "If you’re happy and you know it, splash like a wave“). Managing Self - Carpet sessions introducing rules and routines through seaside stories (e.g. "What rules do we need at the beach?“). - Social stories about making good choices, linked to seaside dilemmas (e.g.	Self-regulation: I can show more control over my feelings and behaviour. I keep trying when something is tricky. I talk about my feelings and changes when I get ready for school. Managing Self: I can talk about what I’m good at in a positive way. I am becoming more independent in looking after myself, ready to start school. Building Relationships:	Self-regulation: I manage my feelings and behaviour in different situations. I use kind words and fair rules to solve problems with friends. I am ready for big school and can cope with changes and challenges. Managing Self: I am proud of who I am and what I can do. I talk about myself positively. I look after myself and make healthy choices.

	water and sand zones. • Turn-taking games in outdoor and small world areas (e.g. sharing buckets, helping build sandcastles). • Snack time routines themed around healthy seaside choices (e.g. choosing fruit from the beach picnic basket). Building Relationships • Role play and small world setups exploring care and cooperation (e.g. lifeguards helping swimmers, children cleaning the beach together). • Group snack time with prompts like "Who would you share your ice cream with?" to encourage social talk. • Seaside-themed provocations using family sea creatures (e.g. dolphin and calf, crab and baby crabs) to prompt discussion. • Outdoor play with shared equipment and nature challenges (e.g. "Can you help your friend rescue the sea creature?") to practise cooperation.	"Should we leave rubbish on the sand?"). • Group games to practise turn-taking and problem-solving (e.g. "Help the crab find its shell"). • Praise and celebration routines linked to seaside achievements (e.g. "You helped clean the beach just like a real eco hero!"). Building Relationships • Circle time to talk about seaside friendships and teamwork (e.g. "Who helped Grandma in the story?"). • Stories and role play exploring empathy and kindness (e.g. "How can we help the fish stuck in rubbish?"). • Small group discussions about special people and seaside characters (e.g. "Who would you invite to your beach picnic?"). • Guided play modelling respectful communication and conflict resolution (e.g. "Let's help the lifeguards share their equipment").	I can ask new adults questions. I can find ways to solve problems with others. I can talk about what a friend is. I can name some of my friends when asked	I have developed resilience, independence, and perseverance to help me move on to the next step in my school journey. Building Relationships: I know when I've hurt someone's feelings and I say sorry without being asked. I know that other children might like different things, and that's okay. I look after my friends and try to help them.
Physical Development	Gross Motor • Outdoor beach stations with digging tools, buckets, and spades to support whole-body movement and coordination. • Rockpool obstacle courses using stepping stones, driftwood, and tunnels to develop balance and strength. • Scarf/ribbon dancing to represent waves, sea creatures, and splashing water. • Bike/scooter trails themed as seaside paths or lifeguard routes to encourage stamina and spatial awareness. Fine Motor • Playdough sea creature modelling using cutters, buttons, and shells to strengthen finger muscles. • Shell rubbings and sponge painting beach scenes to support grip and control. • Loose part seaside art (e.g. arranging pebbles, sea glass, feathers) to encourage pincer grip and creativity. • Tweezers and sorting trays for beach treasures (e.g. shells, bottle tops) to refine precision and hand-eye coordination.	Gross Motor • Guided movement sessions themed around seaside actions (e.g. stretching like a wave, crawling like a crab). • Outdoor PE games like "Beach Rescue Tag" or "Wave and Freeze" to build coordination and control. • Music and movement sessions using songs about the sea and sustainability to explore rhythm and body awareness. • Nature walks and beach visits with climbing, balancing, and jumping challenges to develop agility and strength. Fine Motor • Small group fine motor stations (e.g. threading fish beads, sorting shells) to support dexterity. • Adult-led art sessions creating seaside scenes using collage, drawing, and cutting. • Cooking or snack prep using seaside-themed foods (e.g. chopping soft fruit, spreading butter) to build independence and control. • Focused handwriting and mark making linked to the seaside (e.g. drawing sea creatures, labelling beach items) to support pencil grip and fluency.	Gross Motor: I can make up movements with my body. I am starting to use my core muscles to sit up well on the floor or at a table. I can climb safely. I choose the right equipment to move safely. Fine Motor: I can use pencils and other tools that feel comfortable for me. I can make snips in paper using one or both hands. I can turn pages in a book one at a time. I can try to write some letters in my name.	Gross Motor: I can move around safely, even with obstacles. I show strength, balance, and coordination when I play. I move with energy in lots of different ways. Fine Motor: I can hold my pencil using a tripod grip. I can use small tools like scissors and paintbrushes. I can draw with care and accuracy.
Literacy	Comprehension • Book corners with seaside and sustainability stories (e.g. <i>The Tale of a Toothbrush</i>, <i>Grandma's Seaside Bloomers</i>, <i>Splash! Anna Hibiscus</i>) to support understanding of reading direction and story structure. • Story baskets with props from the books (e.g. toothbrush, beachwear, water, waves, family photos) to encourage sequencing and retelling. • Role play areas where children use vocabulary from stories (e.g. "I'm cleaning the beach!" or "Splash splash, I'm in the sea!") during imaginative play. • Story prediction prompts using front covers and blurbs (e.g. "What do you think will happen to the toothbrush?" or "Will Grandma's bloomers blow away?"). Word Reading • Environmental print hunts in the beach café and outdoor areas (e.g. signs, menus, labels, recycling bins) to support symbol recognition. • Rhyme stations with themed rhymes (e.g. "Seaside Song", "Toothbrush Travels") to encourage rhyme spotting and creation. • Letter and sound matching games using seaside-themed items (e.g. "S is for sand", "B is for beach", "W is for wave"). Writing • Mark-making areas with themed prompts (e.g. "Draw what you saw at the beach", "Make a sign to keep the sea clean") to support meaningful marks. • Seaside journals where children record what they see on beach walks or in role play using early writing and drawing. • Role play writing (e.g. "Write a menu for the beach café", "Make a label for your sea creature") to embed writing in play.	Comprehension • Guided reading sessions with <i>The Tale of a Toothbrush</i>, <i>Grandma's Seaside Bloomers</i>, and <i>Splash! Anna Hibiscus</i>, focusing on naming book parts and reading direction. • Story sequencing activities using picture cards from the texts to build narrative structure. • Vocabulary building during storytelling (e.g. "What does 'recycle' mean?" or "What is a splash?"). • Story prediction tasks using cover, blurb, and beginning to suggest endings (e.g. "What will happen if Grandma's bloomers float away?"). Word Reading • Phonics sessions using graphemes and digraphs found in story words (e.g. "sh" in "splash", "br" in "brush", "bl" in "bloomers"). • Blending practice with CVC and CVCC words linked to the texts (e.g. "bin", "sea", "wave", "brush", "sand"). • Reading simple sentences from the stories (e.g. "The toothbrush is floating." "Grandma is at the beach.") with known phonemes and exception words. Writing • Guided writing sessions where children build and record CVC/CVCC words from the stories (e.g. "bin", "wave", "brush", "sand"). • Story scribing where children dictate their own version of a seaside or sustainability story and adults model writing. • Writing challenges like "Can you write a label for your beach hut?" or "Write a message to Grandma about her seaside adventure."	Comprehension: I can talk about stories for a longer time. I can say how a story might end. I can tell a longer story myself. I enjoy listening to lots of books and talking about new words I've learned. Word Reading: I can recognise my own name by myself. I can begin to hear and say some letter sounds with help. I can spot words that start with the same sound, like "mummy" and "milk." I can blend sounds together to say a simple word. Writing: I can give meaning to the marks I make. I can pretend to write in different places and during play. I am getting more confident at writing my name — sometimes I write some or all of it.	Comprehension: I can talk about books and say what I liked or didn't like, and explain why. I know and use key words from different books. I use stories I've heard in my roleplay. I can remember and retell lots of parts of a story accurately. Word Reading: I can read some tricky words like said, like, have, and so. I can read what I've written and check that it makes sense. Writing: I can write for different reasons, like stories and facts. I can write short sentences and sometimes use finger spaces, capital letters, and full stops.

Mathematics	Counting, Ordinality & Cardinality - Seaside-themed number lines using shells, pebbles, or beach huts numbered 1–10 to support ordering and staircase pattern recognition. - Outdoor counting games like “Jump over 5 waves” or “Find 5 crabs in the sand” to reinforce counting actions. - Story-linked counting mats (e.g. “How many fish did the diver see?” or “How many ice creams were sold?”) to support number order and cardinality. - Counting wands with beads or natural items (e.g. sea glass, stones) to support careful counting and one-to-one correspondence. Subitising - Subitising trays with natural arrangements (e.g. 5 shells in a circle, 6 pebbles in a line) to support visual recognition. - Rekenrek stations with beads grouped in 5s to explore subitising and number structure. - Dice and finger card matching games using seaside prompts (e.g. “Match the dice to the number of fish”). Composition - Loose parts play with natural materials (e.g. “Can you show 6 and a bit using shells and sticks?”). - Doubling games with beach items (e.g. “Can you make two equal piles of pebbles?”). - Number bonds to 10 explored through role play (e.g. “You found 4 shells and then 6 more – how many altogether?”). Comparison - Shell and pebble comparison games (e.g. “Which pile has more?”). - Ordering beach items by quantity (e.g. “Put the buckets in order from fewest to most”). 3D Shapes and Patterns - Outdoor block play with crates, buckets, and cones to build using cubes, spheres, cylinders. - Chalk and tracing activities to find flat shapes on 3D shapes (e.g. “Can you find a circle on the bucket?”). - Nature pattern hunts (e.g. shell spirals, wave lines) to explore patterns in the environment. - Loose part pattern play using natural items (e.g. “Make a pattern with shell colours or pebble sizes”). Mapping and Visualising - Pebble, leaf, and shell patterns to copy and continue. - Building seaside scenes from stories using outdoor props. - Describing positions using maps and trails (e.g. “The crab is next to the rock”). - Creating simple maps of the garden or playground using natural materials.	Counting, Ordinality & Cardinality - Guided counting sessions using <i>The Tale of a Toothbrush</i>, <i>Grandma’s Seaside Bloomers</i>, and <i>Splash! Anna Hibiscus</i> to count items like toothbrushes, beach gear, and splashes. - Ordinality games (e.g. “Which wave came first?”) to reinforce sequencing. - Number line activities using seaside themes to build staircase understanding. - Counting challenges using fingers and natural items (e.g. “Show me 5 using shells”). Subitising - Subitising games using dot patterns, finger cards, and natural arrangements (e.g. “Can you see 6 without counting?”). - Rekenrek activities to explore subitising up to 6 and beyond. - Matching games with dice, fingers, and dot cards linked to seaside themes. Composition - Number composition stories (e.g. “The lifeguard saw 3 swimmers and then 4 more – how many altogether?”). - Doubling activities using beach items to model equal parts. - Number bonds to 10 explored through beach role play. Comparison - Comparing quantities in beach scenes (e.g. “Which group of towels is bigger?”). - Explaining which number is greater or smaller using props. 3D Shapes and Patterns - Guided shape hunts outdoors (e.g. “Can you find a cylinder at the beach?”). - Shape sorting and naming games using real objects (e.g. “Is this a cone or a sphere?”). - Pattern spotting and continuation games using natural materials. - Chalk tracing of 2D shapes on 3D objects. Mapping and Visualising - Copying and continuing patterns using seaside items. - Building scenes from stories using blocks and props. - Describing positions using words like “next to”, “behind”, “in front of”. - Giving instructions to build seaside models using position words. - Exploring simple maps and following them to find hidden beach treasures. - Representing maps with models using blocks or toys. - Creating maps of familiar places like the classroom or playground. - Making maps to show where a story happened.	I can count out a number from a bigger group. I can use words like “first”, “next”, and “last” in games. I can get ready for Reception routines. I can remember numbers 1–5 using nature trails and games. Mapping and Visualising I can copy and continue patterns using pebbles, leaves, and shells. I can build scenes from stories using outdoor props. I can describe where things are using maps and trails. I can make simple maps of the garden or playground.	Composition I can show how numbers up to 10 are made of parts. Comparison I can compare numbers and use games to help me order them. I can compare numbers and explain which is bigger or smaller. Counting, Ordinality & Cardinality I can count and say how many in different ways. Number Patterns I can spot and describe number patterns. Visualise, Build and Map Identify units of repeating patterns I can find the part of a pattern that repeats. I can say what the pattern rule is. Create own pattern rules I can make my own repeating pattern. I can explain how my pattern works. Explore own pattern rules I can change my pattern and see what happens. I can try different ideas in my pattern. Replicate and build scenes and constructions I can copy a model or picture using blocks or shapes. I can build something that looks the same as a photo or drawing. Visualise from different positions I can imagine what something looks like from another side. I can talk about what I see when I move around it. Describe positions I can use words like “next to”, “in front of”, “behind” to describe where things are. I can say where something is in a picture or model. Give instructions to build I can tell someone how to build something using shapes or blocks. I can use position words to help them. Explore mapping I can look at simple maps and say what they show. I can follow a map to find something. Represent maps with models I can make a model to show what’s on a map. I can use blocks or toys to show places. Create own maps from familiar places I can draw or build a map of my classroom or home. I can show where things are on my map. Create own maps and plans from story situations I can make a map to show where a story happened. I can use drawings or models to show places in a story.
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Understanding the World	Past and Present • Role play areas themed around seaside holidays (e.g. beach hut, ice cream van) to prompt children to talk about family traditions and past experiences. • Curiosity tables with old and new seaside items (e.g. vintage postcards, wooden beach toys vs. modern buckets and spades) to explore change over time. • Photo displays showing seaside visits across generations to encourage discussion about personal and cultural past events. • Story baskets with characters from different times and places (e.g. traditional seaside tales vs. modern eco stories) to compare settings and lifestyles. People, Communities and Culture • Small world setups with characters in different seaside roles (e.g. lifeguard, fisherman, beach cleaner) to explore occupations and community helpers. • Community maps showing local seaside features (e.g. harbour, beach, rockpools) and contrasting environments (e.g. tropical islands, Arctic shores). • Provocation tables with cultural artefacts, seaside celebration items, and stories from around the world to explore diversity. • Nature care stations with litter pickers, recycling bins, and water trays to encourage responsibility and care for the environment. The Natural World • Seaside-themed nature trays with shells, sand, seaweed, and water to explore textures and habitats. • Outdoor exploration of the beach environment — children observe, sketch, and describe what they see. • Rockpool stations with toy sea creatures and habitat materials to explore similarities and differences. • Sensory play with natural materials (e.g. wet sand, melting ice, salty water) to explore environmental changes.	Past and Present • Circle time discussions about family seaside visits and personal history (e.g. "Who do you go to the beach with? What did your grandparents do at the seaside?"). • Object exploration comparing old and new seaside tools (e.g. "How did people keep cool at the beach in the past?"). • Story-based timelines using books like <i>The Tale of a Toothbrush</i> to explore change over time. • Guided comparisons of story settings with real places (e.g. "How is Anna Hibiscus’s beach different from Cornwall?"). People, Communities and Culture • Guided discussions about seaside community roles and helpers (e.g. "What does a lifeguard do? How do fishermen help us?"). • Celebration comparisons using books and photos to explore how different cultures enjoy and care for the sea. • Nature care routines with adult modelling (e.g. "Let’s clean up the beach and talk about why it’s important"). • Mapping activities where children trace routes to familiar seaside places and compare with maps of other countries. The Natural World • Nature walks to observe and describe local seaside habitats and compare with other environments (e.g. "What’s different about the beach and the garden?"). • Guided life cycle investigations using sea creatures and plants (e.g. <i>Tadpole’s Promise, The Tiny Seed</i>). • Observation and drawing sessions where children sketch sea creatures and beach plants. • Simple science experiments exploring change (e.g. "What happens when ice melts in the sun? How does water change sand?").	Past and Present I can put two events in order. I can talk about my family and say who is older or younger, like baby, mum, and grandma. People, Communities and Culture I can name different places and features in my community. I know there are other countries besides England. I can say that other places might look different from where I live. The Natural World I explore the weather and notice how it changes, like in summer. I notice changes like ice melting in the sun and can say why it happens.	Past and Present I can talk about the lives of people around me and what they do. I know what is the same and different between things from the past and now. I understand the past through stories, characters, and settings in books we read. People, Communities and Culture I can talk about a place that is special to me and say why. I can say that some people have special places because of their religion. I can talk about special things found in places of worship. I can say how special things in places of worship show what people believe about God. I can use words to describe how I feel when I visit a church. I can say how the natural world makes me feel and why it is special to me. The Natural World I can talk about what I see, hear and feel at the seaside and draw pictures of sea creatures and plants. I can say how the seaside is the same or different from other places I know, like gardens or parks. I can explain what happens when things change at the beach, like ice melting in the sun or water making sand wet. I can name things that live in rock pools and say how they are different from animals I see in my garden. I can talk about why the sea and beach are special and how we can look after them.
Expressive Arts & Design	Creating with Materials • Small construction kits (e.g. build a lifeguard hut, beach café, or sea creature) to support purposeful building and fine motor control. • Printing tables with seaside textures (e.g. waves, sand, shells) using sponges, stamps, and natural materials. • Painting stations with colour mixing trays and prompts like “Can you paint a beach scene?” or “Mix colours for a fish’s scales.” • Collage and loose parts areas for creating seaside scenes using pom-poms, pipe cleaners, feathers, and natural items. • Partner projects (e.g. “Make a seaside town together” or “Design a beach clean-up poster with a friend”) to encourage collaboration and shared creativity. Being Imaginative and Expressive • Role play areas themed around seaside adventures (e.g. lifeguard station, beach café, underwater explorer camp) to support imaginative storytelling. • Music corners with instruments to explore seaside sounds and rhythms (e.g. “Tap like a wave”, “Shake like a crab”). • Dance and movement zones with scarves and ribbons to imitate sea creature movements (e.g. “Wriggle like a fish”, “Float like seaweed”). • Song stations with seaside-themed rhymes and multicultural music to support joining in with actions and exploring pitch.	Creating with Materials • Guided design sessions where children plan and explain how they’ll make a seaside model or artwork using different materials. • 3D model-making of seaside items (e.g. boats, fish, beach huts) with adult support to include key features. • Observation drawing using real seaside objects, photos, or videos (e.g. “Let’s draw the shell carefully and talk about its texture”). • Collaborative art projects (e.g. “Let’s build a beach together”) to encourage sharing ideas and resources. • Tool-use modelling with scissors, glue, and paintbrushes to support precision and care. • Colour mixing activities (e.g. “Mix colours to paint the sea or sunset”) to support purposeful art-making. • Simple programming tasks using Bee-Bots or apps (e.g. “Can you guide the robot to the beach hut?”) to support sequencing and creativity. Being Imaginative and Expressive • Story-based movement sessions (e.g. “Act out the journey of a toothbrush in the ocean” or “Move like sea creatures”) to explore expressive movement. • Music-making activities using instruments to create soundscapes for seaside stories (e.g. “What sound does the wave make?”). • Rhythm games (e.g. “Tap a pattern for the lifeguard’s footsteps”) to explore beat and repetition. • Pitch exploration using songs from different cultures (e.g. “Sing high like a seagull, low like a whale”) to develop musical awareness. • Group performances where children share songs, dances, or story retellings with peers (e.g. “Let’s perform our beach clean-up story together”).	Creating with Materials I can cut with more confidence. I can create and make things using my own ideas. I can build for a purpose using different construction toys. I can use different tools to stick things together, like sellotape, masking tape, PVA glue, and glue sticks. Being Imaginative and Expressive I can make up stories while I play. I can act out stories using small world toys or in my play. I can perform songs by singing or using instruments.	Creating with Materials I can choose different materials and tools to make something for our seaside topic and use them safely. I can mix colours and try new ways to decorate my work, like adding texture or patterns. I can talk about what I made and explain how I used the materials and tools. I can use props and costumes to act out seaside stories with my friends. I can improve my work by adding details or changing something to make it better. Being Imaginative and Expressive I can make up my own story and act it out with friends using props and costumes. I can change parts of a story to make it different and tell it to others. I can join in with lots of songs and rhymes and remember the words. I can perform a song or rhyme with my friends and use actions or instruments to make it more interesting. I can move in time with music when we sing or play instruments together.