Medium Term Overview

<u>Term:</u> Summer 2 2024 /2025

Oh I do like to be beside the seaside

Class: Polkerris

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communic ation and Interaction	Oh I do like to be beside the seaside Switch Hugher	Oh I do like to be beside the seaside	Oh I do like to be beside the seaside	Oh I do like to be beside the seaside	Oh I do like to be beside the seaside	Oh I do like to be beside the seaside	Oh I do like to be beside the seaside
Whole EYFS Focus – C&I and C&L is developed throughout the year through high quality interactions (ShREC Approach), daily group discussions, sharing circles, PSHE times, stories, singing, speech and language	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.	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.	Demonstrate e understanding of what has been read to them by retelling stories and narratives using their own words and	Demonstrat e understand ing of what has been read to them by retelling stories and narratives using their own words and recently	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.	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.	Book of their choice from previous reading. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
intervention s and	Use and understand		recently introduced	introduced	Use and understand	Use and understand	What's at the seaside?

focusing on Wellcomm targets in weekly planning.	recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP- vocab Triangles	Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP -	vocabulary ·Anticipate (where appropriat e) key events in stories. Use and understand recently introduced	vocabulary ·Anticipate (where appropriat e) key events in stories. Use and understand recently introduced	recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles	recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP - vocab Triangles	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced
targets in weekly	vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP -	recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. Engage in story times Circle time	(where appropriat e) key events in stories. Use and understand	(where appropriat e) key events in stories. Use and understand	vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP -	vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Engage in story times Circle time Topic books CP -	understanding of what has been read to them by retelling stories and narratives using their own words and
							poems and during role play.

Wellcomm	Section 9.6 Understanding periods of time	Section 9.7 Remembering more and more information	Section 9.8 Understand ing category names and explaining the difference between things in the same	Section 9.9 Making infernces using idioms	Section 9.10 Talking about things that will happen (future tense)	Section 9a Supporting language understanding and use by visual prompts	Engage in story times Circle time Topic books CP - vocab Triangles Section 9b Describing what might happen next
			category / finding the odd one out				
Personal, Social and Emotional Developme nt	SCARF Being My Best Healthy Living Bouncing Back when things go	SCARF Being My Best Healthy Living Yes I can Pupils will learn	SCARF Being My Best Healthy Living	SCAR Being My Best Healthy Living	SCARF Being My Best Move Your Body Pupils will think about why it is	SCARF Being My Best Healthy Living A good nights sleep	SCARF Being My Best Healthy Living Pupils will reflect on the
Through adult modelling and guidance, children will	wrong. Pupils will learn the importance of bouncing back when things go wrong. Pupils will learn what is	about how to be positive and think about what they can do. My healthy mind (coramlifeeducation	Healthy Eating Pupils will think about healthy and unhealthy	My Healthy Mind Pupils will think about what it means to	important to move our bodies. Move your body (coramlifeeducation .org.uk)	Pupils will think about why it is important to et a good nights sleep. A good night's sleep (coramlifeeducation .org.uk)	important things we need to do to keep ourselves healthy.
learn how to look after their	healthy and unhealthy for our bodies.	.org.uk)	foods.	be healthy	We Thinkers	.org.uk) We Thinkers	We Thinkers

bodies, including healthy eating, and managing personal needs Independe ntly.	Healthy eating (coramlifeeducation .org.uk) We Thinkers Whole Body listening See curriculum book for planning guidance Introduce story concept Read the story book talking about the story and how we listen with our ears but we also listen with other body parts too.	We Thinkers Whole Body Listening See curriculum book for planning guidance Read the story book, stop and notice stop and do Review previous concepts Guide children to make a smart guess Page 8 to 10	We Thinkers Whole Body Listening See curriculum book for planning guidance Activity 1 - Listen with all of you Music activity Act our the lyrics	We Thinkers Whole body listening Activity 2 Make your whole body listen Use body part cards to practise making different body parts not listen and making them listen.	Whole Body Listening See curriculum book for planning guidance Activity 3- Zoo adventure / Acting out the story, children to visit each animal and then listen with their body	Whole Body listening See curriculum book for planning guidance Dramatic Play – going to the zoo use Social thinking concept and vocab Set up Play Clean up	Whole Body Listening Read the whole story and question if children can show listening with their whole body. Light Body Listening
Communic ation and Language	recite, poems and songs: I can listen to, engage in and talk about non-	recite, poems and songs: I can listen to, engage in and talk about non-	and recite, poems and songs: I can listen to, engage	and recite, poems and songs: I can listen to, engage	recite, poems and songs: I can listen to, engage in and talk about non-	recite, poems and songs: I can listen to, engage in and talk about non-	and recite, recite, poems and songs: I can listen to, engage in

and and fiction. I fiction. I and and ca	non-fiction. I an retell parts f a story and
and and fiction. I fiction. I and and ca	· ·
	f a story and
describe events in describe events in can retell can retell describe events in describe events in of	i a siory aria
some detail. some detail. parts of a parts of a some detail. some detail.	describe
story and story and ev	vents in some
Engage in story Engage in story describe describe Engage in story Engage in story	detail.
times Circle time times Circle time events in events in times Circle time times Circle time	
Topic books CP - Topic books CP - some some Topic books CP - Topic books CP -	Engage in
vocab Triangles vocab Triangles detail. detail. vocab Triangles vocab Triangles s	story times
Morning meet and C	Circle time
Morning meet and Morning meet and Engage in Morning meet and greet To	Topic books
	CP - vocab
Daily routine Daily routine Circle time story times Daily routine songs.	Triangles
	Norning meet
Days of the week Days of the week books CP - Topic Days of the week Weather	and greet
	Daily routine
Line up Line up Triangles vocab Line up Carpet time	songs.
	Days of the
Make a circle Make a circle Morning Make a circle Nursery Rhymes -	week
Nursery Rhymes - Nursery Rhymes - meet and Morning Nursery Rhymes - Charanga	Weather
Charanga Charanga greet meet and Charanga	Line up
, , , , , , , , , , , , , , , , , , ,	Carpet time
	Make a circle
Topic book & songs. routine vocab Focus	Nursery
	Rhymes -
	Charanga
	Termly Topic
	ook & vocab
	ocus triangle
	opic book &
Wind's of the Security	ocab Focus
circle Make a	triangle
Nursery circle	
Rhymes - Weekly book	
Weekly book Charang	

Weekly book
Shivtey Hugher
LUCY TOM

Circle time and COOL time

Charanga, 'Reflect and Rewind' weekly Nursery Rhyme — Old MacDonald had a Farm

New Vocab from Kev text and recommended reads. Readina frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a



Circle time and

Charanga. 'Reflect and Rewind' 'Nursery Rhyme compose

Baa Baa Black Sheep

New Vocab from Key text and recommended reads. Readina frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children

Termly topic book& vocab Focus triangle



Weekly book



Circle time and COOL time

Charanga,
'Reflect
and
Rewind''
weekly
Nursery
Rhyme —

Nursery
Rhymes Charanga
Termly
topic book
& vocab
Focus
triangle



Weekly book



Circle time and COOL time

Charanga, 'Reflect and Rewind' weekly Nursery



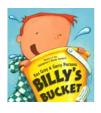
Circle time and COOL time

Charanga, '
Reflect and
Rewind' weekly
Nursery Rhyme –
Rock a Bye Baby

New Vocab from

Kev text and recommended reads. Readina frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children

Weekly book



Circle time and COOL time

Charanga Reflect and Rewind' weekly Nursery Rhyme -Row Row your boat New Vocab from Key text and recommended reads. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to





I can learn and recite, poems and songs: I can listen to, engage in and talk about non-fiction. I can retell parts of a story and describe events in some detail.

Engage in story times Circle time Topic books CP - vocab Triangles Morning meet and greet

roup or of a subtactive	4b a a page and	Turinalala	Dh	#b = 0 to 0 to 1 to 1 to 1 to 1 to 1 to 1 to		Dailyrantia
range of contexts,	the opportunity to	Twinkle	Rhyme	the opportunity to	use and embed	Daily routine
will give children	thrive.	Twinkle	compose-	thrive.	new words in a	songs.
the opportunity to		Little Star	Incy Wincy		range of contexts,	Days of the
thrive.					will give children	week
	Quality	New		Quality	the opportunity to	Weather
	conversations with	Vocab	New	conversations with	thrive.	Line up
Quality	adults and peers	from Key	Vocab	adults and peers		Carpet time
conversations with	in back and forth	text and	from Key	in back and forth		Make a circle
adults and peers	conversation.	recommen	text and	conversation.	Quality	Nursery
in back and forth	Commenting on	ded reads.	recommen	Commenting on	conversations with	Rhymes –
conversation.	what children are	Reading	ded reads.	what children are	adults and peers	Charanga
Commenting on	interested in or	frequently	Reading	interested in or	in back and forth	
what children are	doing, and	to children,	frequently	doing, and	conversation.	Circle time
interested in or	echoing back	and	to children,	echoing back	Commenting on	and COOL
doing, and	what they say with	engaging	and	what they say with	what children are	time
echoing back	new vocabulary	them	engaging	new vocabulary	interested in or	
what they say with	added,	actively in	them	added,	doing, and	Charanga
new vocabulary	practitioners will	stories, non-	actively in	practitioners will	echoing back	Reflect and
added, '	build children's	fiction,	stories, non-	build children's	what they say with	Rewind'
practitioners will	language	rhymes and	fiction,	language	new vocabulary	weekly
build children's	effectively.	poems,	rhymes and	effectively.	added,	Nursery Rhyme
language	,	and then	poems,	,	practitioners will	_
effectively.		providing	and then		build children's	I know and
		them with	providing		language	Old Lady
		extensive	them with		effectively.	•
		opportuniti	extensive		,	New Vocab
		es to use	opportuniti			from Key text
		and	es to use			and
		embed	and			recommende
		new words	embed			d reads.
		in a range	new words			Reading
		of contexts,	in a range			frequently to
		will give	of contexts,			children, and
		children	will give			engaging
		the	children			them actively
		1110	the			in stories, non-
<u> </u>		<u>l</u>	1110	L		11 3101103, 11011

1			Г	Γ.,
	opportunity			fiction, rhymes
	to thrive.	to thrive.		and
				poems, and
				then providing
	Quality	Quality		them with
	conversatio	conversatio		extensive
	ns with	ns with		opportunities
	adults and	adults and		to use and
	peers in	peers in		embed new
	back and	back and		words in a
	forth	forth		range of
	conversatio	conversatio		contexts, will
	n.	n.		give children
	Commenti	Commenti		the
	ng on what	ng on what		opportunity to
	children	children		thrive.
	are	are		
	interested	interested		
	in or doing,	in or doing,		Quality
	and	and		conversations
	echoing	echoing		with adults
	back what	back what		and peers in
	they say	they say		back and forth
	with new	with new		conversation.
	vocabulary	vocabulary		Commenting
	added,	added,		on what
	practitioner	practitioner		children are
	s will build	s will build		interested in or
	children's	children's		doing, and
	language	language		echoing back
	effectively.	effectively.		what they say
	·	'		with new
				vocabulary
				added,
				practitioners
	1			· ·
				will build

							children's
							language
							effectively.
			Sports day	Balls skills		Ball Skills Hands 2	Pupils will
	Ball skills – Hands	Ball skills	activities /	hands 2	Ball Skills Hands 2		access the
	2.	Hands 2	practise				school field
	The focus of the	The focus of	The focus	The focus	The focus of	The focus of	and be taught
Physical	learning is to	learning is to	of learning	of learning	learning is to	learning is to	about keeping
Developme	explore different	explore throwing	is to	is to	explore different	explore catching	our bodies
nt	ways of throwing a	(underarm) a	explore	explore	ways of stopping a	a beanbag and a	healthy and
In addition	beanbag.	beanbag.	different	different	ball using our	small ball.	how to keep fit
to PE			events held	ways of	hands.		and healthy,
sessions	Sports day	Sports day	on sports	rolling a		Pupils will develop	why is exercise
opportunity	activities /	activities /	day	ball using		their	important and
for gross	practise	practise		our hands.	Pupils will access	understanding of	good for us.
motor skills	The focus of	The focus of	Pupils will		the school field	why we need to	
are	learning is to	learning is to	access the	Pupils learn	and be taught	catch a ball and a	
developme	explore different	explore different	school field	why we	about keeping our	beanbag.	
nt is	events held on	events held on	and be	need to be	bodies healthy		
encourage	sports day	sports day	taught	accurate	and how to keep		
d through			about	when we	fit and healthy,	Pupils will access	
COOL time,	Rules /introduction	Rules	keeping	are rolling a	why is exercise	the school field	
lifting,	to different	Compete in	our bodies	ball	important and	and be taught	
pushing,	activities	groups in the	healthy	towards a	good for us.	about keeping our	
pulling		different activities	and how to	target.		bodies healthy	
carrying,	Pupils will explore	- " " '	keep fit	The focus		and how to keep	
navigating,	jumping, running	Pupils will explore	and	of learning		fit and healthy,	
pedalling	and throwing.	jumping, running	healthy,	is to		why is exercise	
and		and throwing.	why is	explore		important and	
steering.	Pupils will access	D	exercise	throwing		good for us.	
	the school field	Pupils will access	important	(overarm)			
	and be taught	the school field	and good	a la a sua la su su			
	about keeping our	and be taught	for us.	beanbag.			
	bodies healthy	about keeping our		De veille e dil			
	and how to keep	bodies healthy		Pupils will			
	fit and healthy,	and how to keep		start to			

	why is exercise		1	learn why	i			
	important and	fit and healthy, why is exercise		we need to				
	good for us.	important and		aim when				
	9000.101.001	good for us.		we are				
		900010100		throwing.				
				Pupils will				
				access the				
				school field				
				and be				
				taught				
				about				
				keeping				
				our bodies				
				healthy				
				and how to				
				keep fit				
				and				
				healthy,				
				why is				
				exercise				
				important				
				and good				
				for us.				
			Rolling and flatte	enina douah	,			
	/ undressing and dressing with minimal support, Mark making, Paint brushes, Modelling dough creating more intricate designs, Independently doing zips and buttons on coats.							
Fine Motor								
Skills		•	rate letter and r					
					dent cutting of food			
	Holding a pencil effe				e accuracy and care	when drawing and		
	.	, , ,	mark mo		•	•		

	favourite stories,	Understand that:	Understand	Understand	Understand the	Understand that :	Understand
	rhymes, songs,	We read from left	that print	that:We	names of different	We read from left	that : We read
	poems or jingles	to right and top to	has	read from	parts of a book.	to right and top to	from left to
	hoems or lingles	bottom		left to right		bottom	
	Read four books a	DOTION	meaning.	•	When sharing	DOHOH	right and top to bottom
		Donal form books a	Ensure a	and top to	stories, adults	Donal form books a	10 00110111
	day	Read four books a	wide	bottom	should model	Read four books a	De and form
	Weekly book	day	variety of	De selferes	labelling parts e.g.	day	Read four
	before writing / CP	Weekly book	fact and	Read four	lets look at the	Weekly book	books a day
	input.	before writing / CP	fiction	books a	front cover, lets	before writing / CP	Weekly book
	Maths linked story	input.	books are	day	read the blurb.	input.	before writing
	book before	Maths linked story	introduced	Weekly		Maths linked story	/ CP input.
	maths activities.	book before	to the	book	Read four books a	book before	Maths linked
	Poem a day	maths activities.	children.	before	day	maths activities.	story book
Literacy	before Lunch	Poem a day		writing / CP	Weekly book	Poem a day	before maths
Includy	Topic / book vote	before Lunch	Read four	input.	before writing / CP	before Lunch	activities.
Reading /	and story	Topic / book vote	books a	Maths	input.	Topic / book vote	Poem a day
understandi	before going	and story	day	linked story	Maths linked story	and story	before Lunch
ng	home.	before going	Weekly	book	book before	before going	Topic / book
''I'9		home	book	before	maths activities.	home.	vote and story
		We Thinkers story	before	maths	Poem a day	We Thinkers story	before going
		once per week.	writing / CP	activities.	before Lunch	once per week.	home.
			input.	Poem a	Topic / book vote		We Thinkers
			Maths	day before	and story		story once per
			linked story	Lunch	before going		week.
			book	Topic /	home		
			before	book vote	We Thinkers story		
			maths	and story	once per week.		
			activities.	before	-		
			Poem a	going			
			day before	home			
			Lunch	We Thinkers			
			Topic /	story once			
			book vote	per week.			
			and story				
			before				
	1	1	1	l	1	1	

			going home We Thinkers story once per week.				
Literacy Phonics	Week1 long vowel sounds CVCC CCVC Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week	Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week	Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group	root word ending in: — ing, —ed /t/, —ed /id/ /ed/, —ed /d/ Review phase 2 / 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence spelling CVC / matched ability books 3 x group reads per week	Week 5 Phase 4 words ending in: -s /s/, -s /z/, -es longer words Review phase 2/ 3 GPC's as needed New words, tricky words Oral blending Read/ write a sentence Spelling CVC / matched ability books 3 x group reads per week	Week 6 Assessment GPCs Prononciation CVC / matched ability books 3 x group reads per week	Re-cap any gaps in learning based off assessment

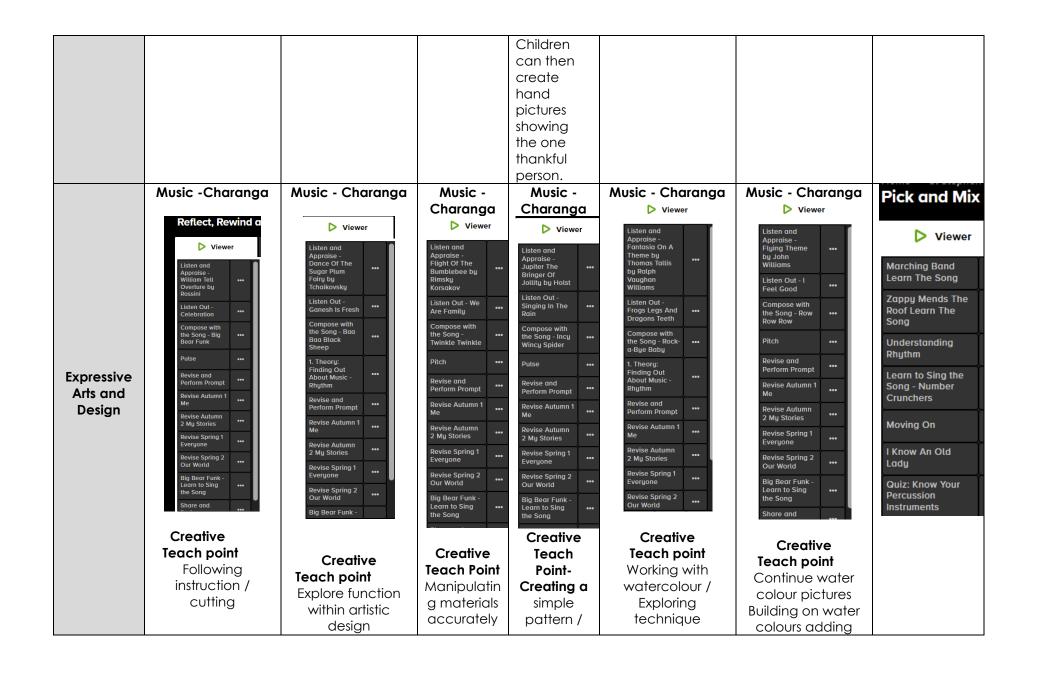
			reads per week				
Literacy Writing	still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Small Triangles Felt tips A4 paper Seven Nation Army by the White Stripes	still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Small squares Coloured pencils Roar by Katie Perry	still life drawing, labelling, naming, Daily letter formation Name Writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Spirals in boxes (12) Colour pens, A4 paper at tables (different colour each week) Waka Waka by Shakira	still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Zig Zags in boxes (12) Wax crayons different directions Yellow Submarine by the Beetles.	still life drawing, labelling, naming, Daily Letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Diagonal in boxes (12) Chalk pens or felt tips Old Town Road by Lil Nas	still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Name writing assessment Pen Disco Hatching Boxes 12 Enter Sand Man by Metallica	still life drawing, labelling, naming, Daily letter formation Name writing Finger fit CVC words and two / three word sentences. 4 x per week Pen Disco Cross Hatching Boxes 12 Music vote of children's choice

	WRM	WRM	WRM	WRM	WRM	WRM	WRM
	Re-Cap						
	I can say double	I can visualise form	l can	I can give	I can create maps	Re-cap	Deepening
	the number.	different positions	replicate	instruction	from familiar	misconceptions	understanding
	I can double a	I can describe	and build	to build	places	·	
Maths	number	positions.	scenes	l can		Deepening	Patterns and
Mains	Step 1		l can	explore	I can create maps	Understanding	relationships
	I can identify a		replicate	maps	and plans from		
	repeating pattern.		and build	l can	story situations		
	I can create my		constructio	represent			
	own pattern rule		ns	maps with			
	I can explore my			models			
	own pattern rule						
	Circle time and	Circle time and	Circle time	Circle time	Circle time and	Circle time and	Circle time
	COOL time	COOL time	and COOL	and COOL	COOL time	COOL time	and COOL
	What's at the	What's at the	time	time	What's at the		time
	what's at the seaside?	seaside?			what's at the seaside?	What's at the	What's at the
	seuside?	seusiue:	What's at	What's at	seusiue:	seaside?	seaside?
	Geography Links	Geography Links	the	the	Geography	seusiue:	seusiue:
	Beaches in the	Beaches in the	seaside?	seaside?	Links	Geography Links	Geography
Understand	local area, what	local area, what	seusiue:	seusiue:	LIIIKS	Beaches in the	Links
ing the	can we see at the	can we see at the	Geography	Geography	Beaches in the	local area, what	Beaches in the
World	beach.	beach.	Links	Links	local area, what	can we see at the	local area,
	Understanding	Understanding	Beaches in	Beaches in	can we see at the	beach.	what can we
	changes in the	changes in the	the local	the local	beach.	Understanding	see at the
	environment	environment	area, what	area, what	Understanding	changes in the	beach.
	around us.	around us.	can we see	can we see	changes in the	environment	Understanding
			at the	at the	environment	around us.	changes in the
	Talk about	What can you see	beach.	beach.	around us.		environment
	children's	at the beach?	Understand	Understand			around us.
	favourite beaches		ing	ing	Talk about the		
	in the area, what	Talk about what	changes in	changes in	difference	science Links	
		you can see at the	the	the	between Polkerris		Science

beach have they	beach, rock pools,	environme	environme	and Crooklets	Talk about clever	Talk about
visited?	cliffs	nt around	nt around	beach in Bude.	camouflage at	how to 'Save
		US.	US.		the beach, what	Our Seashore'
Science Links	science Links			science	animals use	encourages
Plants – Beans	seaweed, species	Are all	Talk about		camouflage to	children to
Texture of plants,		beaches	beaches	Talk about what	survive? Animal	think about
seeds, plants for		the same?	big and	animals need to	habitats what	how the
food, parts of a	History links	Discuss if all	small, are	survive at the	animals live	actions of
plant, what plants	Timeline	beaches	beaches all	beach. Animal	around the beach	humans
need to grow.	How have we	have cliffs,	the same	habitats what	and ocean?	affect life on
	changed? Then	rockpools	size?	animals live	History Links	the seashore
History Links	and now. What	or are they		around the beach	Revisit how we	
Timeline	can you do now	different?		and ocean?	have changed	
How have we	that you couldn't				what do we do	
changed? Then	as a baby. Link to	Science	science		different now at	
and now. What	SCARF Growing	Links	links	History links	the beach, how	
can you do now	and changing	What can	Discuss	Discuss what we	do we get to the	
that you couldn't	unit.	be found in	what life	wear at the	beach how did	Computing
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independently & accurately

Beach scenes. different materials. 3D pictures, beach creatures, pirate telescopes.

Creative activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area.

Pupils to use EE resources during COOL time to create their own creations.



Beach scenes, different materials. 3D pictures, beach creatures, pirate telescopes.

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Beach scenes, different materials, 3D pictures, beach creatures. pirate telescopes.

Creative activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area.

Pupils to use EE resources during COOL time to create their own creations.

Beach scenes, different materials, 3D pictures, beach creatures. pirate telescopes. Creative

attaching

materials

activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area.

Pupils to use EE resources during COOL time to create their own creations.

Background only



Beach scenes. different materials. 3D pictures, beach creatures, pirate telescopes.

Creative activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area.

Pupils to use EE resources during COOL time to create their own creations.

faces and masks exploring technique and cutting accurately



Beach scenes. different materials. 3D pictures, beach creatures, pirate telescopes.

Creative activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area.

Pupils to use EE resources during COOL time to create their own creations.

