

Cwmfelin Primary School Medium Term Planning

Term: Summer Term 2	Class: Nursery/Reception	AOLE Focus: Humanities
Inquiry: Oh I do like to be beside the seaside	Question: How can you have fun at the beach?	
Rationale		
<p>This term, Nursery and Reception will explore the topic “Oh I Do Like to Be Beside the Seaside”, a theme that builds on children’s natural curiosity about the world around them and their own experiences of beaches, holidays, and the coast. Children will develop their understanding of the natural environment, seasonal changes, and the ways people enjoy and care for seaside places. Through hands-on exploration, stories, role play, and sensory experiences, children will begin to make meaningful connections between their own lives and the wider world. Children will learn about the features of the seaside, such as sand, shells, rockpools, and sea creatures, and explore how people use the beach for fun, relaxation, and work. They will investigate how to stay safe near water and in the sun, how they can make safe choices themselves. Stories, songs, and discussions will help children ask questions, share their own seaside experiences, and develop confidence in expressing their ideas. Through playful learning, children will build early scientific understanding, develop creativity, and strengthen their awareness of the natural world. This topic supports children in becoming curious, confident learners who can make connections between familiar experiences and the wider environment.</p>		
Knowledge (Knowledge that)	Skills (Knowledge how)	Experiences (Knowledge of)
I know...	I know how to...	I have...
<ul style="list-style-type: none"> There are different places I can visit. The seaside has natural features - sand, sea, shells, and rock pools. Some animals live in or near the sea, like fish, crabs, and seagulls. People visit the seaside to play, relax, and have fun. Some adults work at the seaside, such as lifeguards and shop workers. Lifeguards help to keep people safe near the water. I can stay safe at the seaside by staying close to an adult and following safety rules. People use different things at the beach, like buckets, spades, towels, and sun hats. The weather at the seaside can change how it feels and what we can do. I can look after myself in the sun. The seaside has different sounds, sights, and smells. I can help look after the beach by putting litter in the bin. Stories and songs can help me learn about the seaside. I can talk about my own experiences of visiting the seaside. 	<ul style="list-style-type: none"> Stay safe near the sea by holding an adult’s hand. Listen to a lifeguard’s instructions. Look for the red and yellow safety flags on the beach. Protect myself from the sun with a hat and sun cream. Stay safe around water. Build a sandcastle using a bucket and spade. Look for shells and pebbles carefully. Move like sea creatures (swim like a fish, pinch like a crab). Listen for seaside sounds like waves and seagulls. Put litter in the bin to help keep the beach clean. Share beach toys with my friends. Talk about what I see, hear, and feel at the seaside. Spot things in nature that should be left alone. 	<ul style="list-style-type: none"> Felt sand with my hands and feet. Listened to the sound of waves. Paddled at the edge of the water. Collected shells, pebbles, or seaweed. Built a sandcastle using a bucket and spade. Seen seagulls and other seaside animals. Played seaside games like digging, pouring, and filling. Explored water play to pretend I am at the seaside. Worn sun cream, a hat, or sunglasses to stay safe in the sun. Looked at seaside maps, photos, or postcards. Listened to seaside stories and songs. Pretended to be a lifeguard, shopkeeper, or fisherman in role-play. Used binoculars or magnifiers to look closely at seaside objects. Taken part in a beach clean-up activity (real or pretend). Explored how water moves by pouring, splashing, and stirring. Created seaside art using paint, collage, or natural materials.
Cross-curricular opportunities:		Vocabulary:
Literacy: Postcards Numeracy: Venn diagrams – sorting of beach animals and farm animals. DCF: I can present and evaluate my data by creating simple charts, <i>e.g. pictogram</i> .		seaside, beach, sand, sea, waves, tide, shells, pebbles, rock pool, seagull, lifeguard, bucket, spade, sandcastle, sun cream, sun hat, ice cream, seaside shop, litter, safety flags Immersion activity: discussion and looking at photos of the children’s time at a beach.
		Showcase: mini seaside afternoon/ seaside games