

# Foundation Stage 2 (Reception)

Where would you like to go?  
Summer Term 2 2026



WOW: Mr Arter  
visiting school for a  
music around the  
world workshop.

# Key Questions

Where would you find sand?



How do we take care of this environment?



What would you find under the sea?



How are coastal towns different to Chaddesden?



What can we see at the beach?



What do we take with us to the beach?



What can we use to travel?



How can we stay safe near water?



# Resource Hub

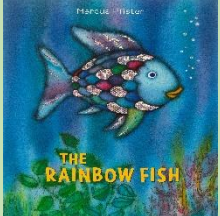
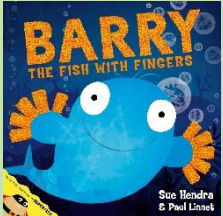
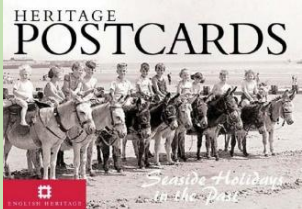
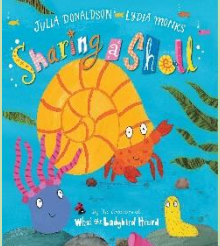
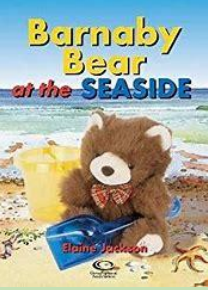
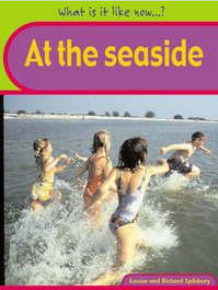
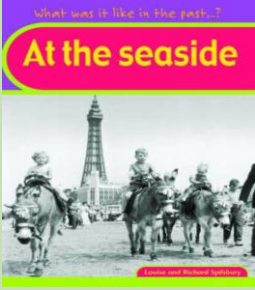
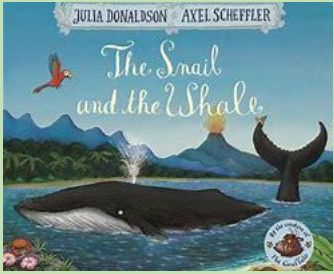
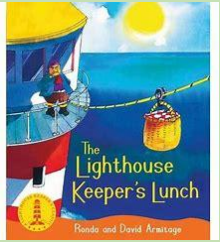
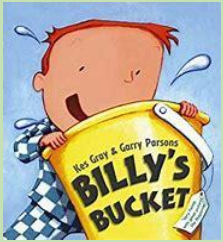
## Where would you like to go?

Reception  
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### Fiction

### Core Texts

### Non-Fiction



Click on the QR code to access our Padlet.



### Rhymes and Songs

### Multi-media

**The Ocean**  
*(Only for 'The Seaside')*

I hear the ocean. I hear the ocean  
at the beach, at the beach.  
Crashing, splashing, foaming  
Crashing, splashing, foaming  
at the beach, at the beach.

I see sea gulls. I see sea gulls  
at the beach, at the beach.  
Flying, diving, fishing.  
Flying, diving, fishing  
at the beach, at the beach.

Children laughing. Children laughing  
at the beach, at the beach.  
Jumping, swimming, building  
Jumping, swimming, building  
at the beach, at the beach.

**I Went Swimming in the Ocean**  
*(Only for 'The Seaside')*

I went swimming in the ocean  
on a summer day.  
I went swimming in the ocean  
and kicked, and splashed and played.  
After lunch we looked for seashells.  
I found three or four.  
You can hold one up to your ear  
and hear the ocean roar.  
Hear the ocean roar!  
You can hear the ocean roar, roar, roar.  
Hear the ocean roar! Hear the ocean roar.  
Hear the ocean roar, roar, roar!

**A Sailor Went to Sea**

A Sailor went to sea, sea, sea  
To see what he could see, see, see.  
But all that he could see, see, see,  
Was the bottom of the deep blue,  
Sea, sea, sea.

[The Carnival of the Animals - Aquarium \(youtube.com\)](https://www.youtube.com/watch?v=...)

[The Snail and the Whale](#)

[Summer seaside fun](#)

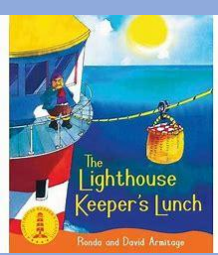
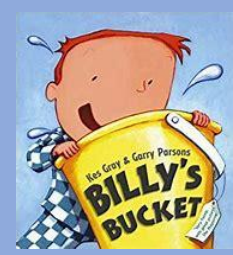
[Jojo and Gran Gran seaside](#)

[Bobby Shaftoe](#)

[The Big Ship Sails](#)

[A sailor went to sea](#)

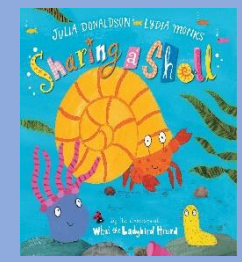
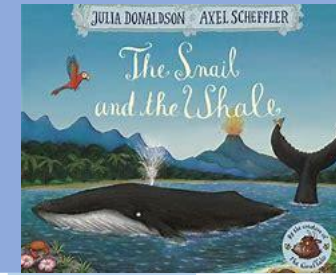
[There's a hole at the bottom of the sea](#)



# Reception

## Where would you like to go?

### Summer Term 2



I know how to stay sun safe at the beach and how to stay safe near water.

I know that it is important to protect the environment.

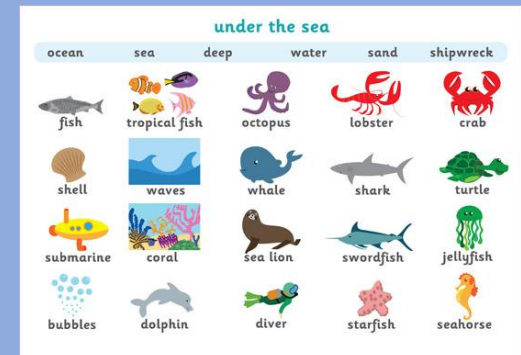
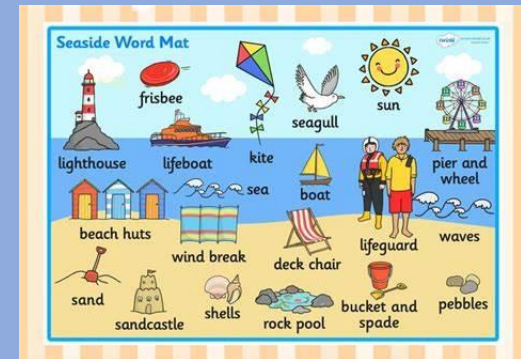
I know which creatures live under the sea. I know some facts about marine life.

I know how I could travel from one place to another. I know where beaches can be found on a map.

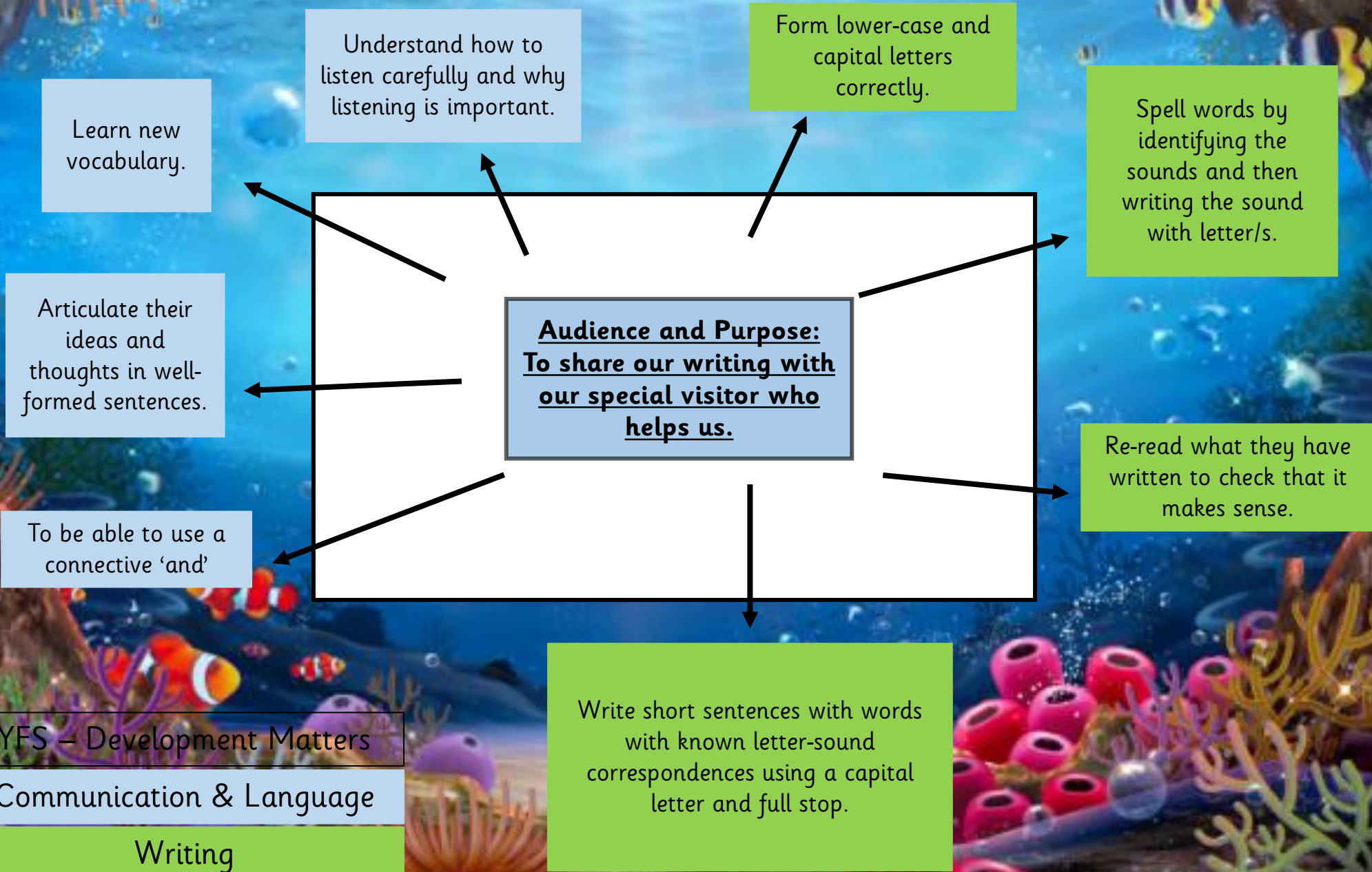


## Vocabulary

<b>Coast</b>	A part of the land next to the sea.
<b>Travel</b>	Getting from one place to another. This could be using different types of transport.
<b>Holiday</b>	Travelling to a different place to visit.
<b>Marine life</b>	Creatures that live under the sea.
<b>Recycling</b>	Using old things to make something new.



# Writing Features



EYFS – Development Matters

Communication & Language

Writing

# Reading Features

Engage in story times.

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Listen to and talk about stories to build familiarity and understanding.

**Purpose: To be a confident reader.**

Read a few common exception words matched to the school's phonic programme.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

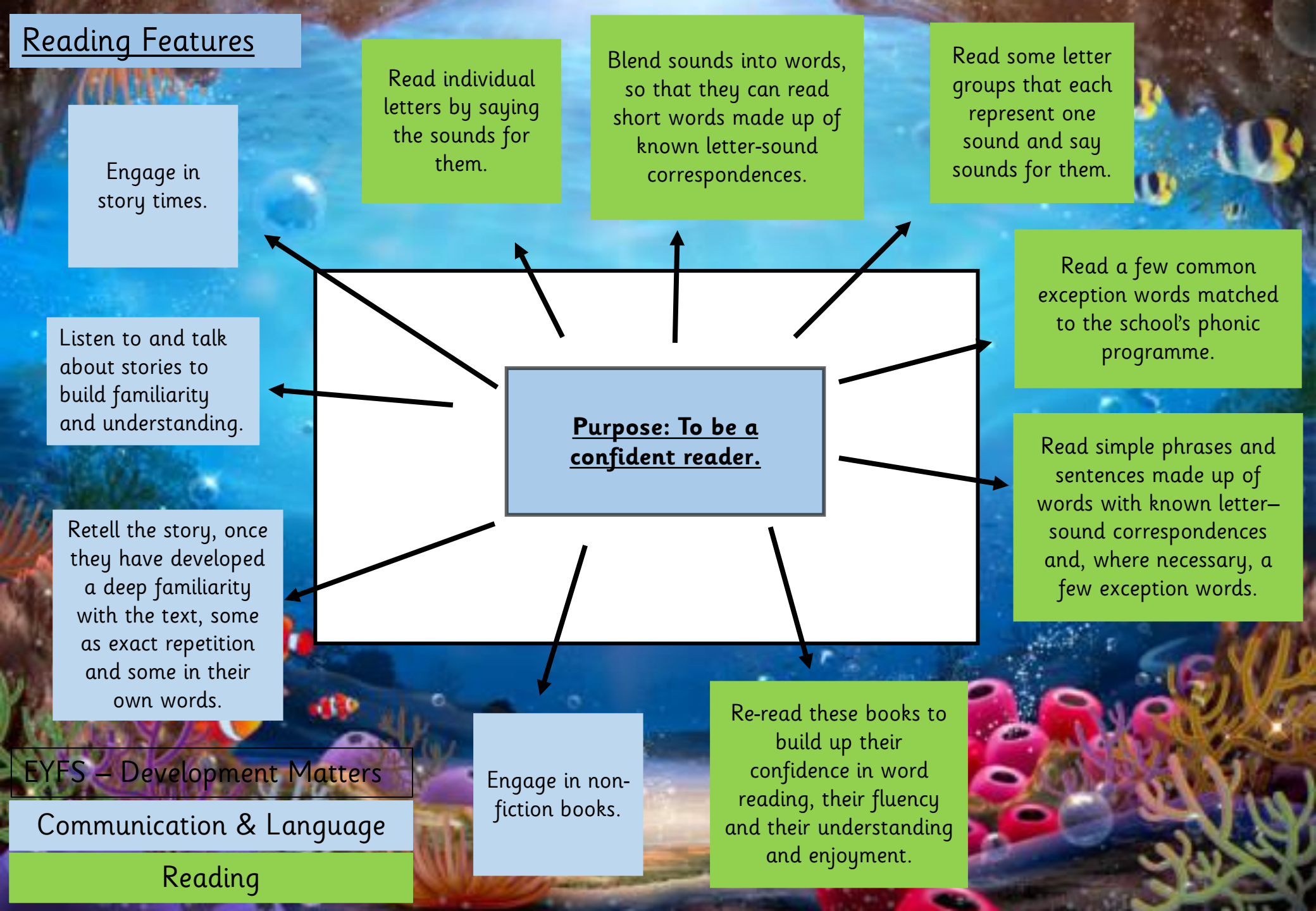
EYFS – Development Matters


Communication & Language

Reading

Engage in non-fiction books.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.





**Where would you like to go?**

1. Write words to describe pieces of artwork.

4. Design a poster promoting looking after the environment.

**Summer term 2**

**In English, we will be writing...**

2. Complete the sentence starter 'I can see...'. (Snail and the Whale stimulus) Focus on tricky word 'I' and capital letters.

5. Write something nice about your friend. Can you use the connective 'and'?

3. Complete the sentence starter 'In my bucket I can see...'. (Billy's Bucket) Use the connective 'and'.

6. Write a letter to your new teacher telling them all about yourself and interests.

**Reception**  
**Where would you like to go?**  
**Summer Term 2 2026**

**Let's quiz**



**'Let's quiz'** is an exciting new game we have launched for the children. At the end of every topic they will take part in a fun quiz all about what they have learnt over the half-term. You can help your child to succeed and remember what they have learnt by talking about the questions together at home.

Research says that when children repeatedly return to previously learnt information, they are more likely to **'Know and Remember More'** in the long term.

1. How can we be sun safe?
2. Name some creatures you would find under the sea.
3. How could we travel from one place to another?
4. What could we do to look after the environment?
5. How is Chaddesden different to the seaside?
6. What is the difference between floating and sinking?
7. Describe what it feels like to play in the sand.
8. How can we stay safe on the beach and when we are near water?
9. What things can we recycle?
10. Where would you like to go? Why?