



Perton Primary Academy Knowledge Organiser

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| EYFS Topic: On The Beach | Year Group: Reception Summer B |
| Overview: During this topic, children will be exploring the natural world around them. They will be learning all about the coastline, beaches and people. | |

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| Memorable Experience: Splash Day? | Key vocabulary: Beach Carnivore Crab Fin Fish gills | Key vocabulary: Habitat Herbivore Litter Low tide Ocean Rockpool |
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| Week 1 Snail and The Whale | | | |
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| Lesson | Knowledge | Skill | Progression to Year 1 |
| What can you do at the beach? (Video + Activity) | A beach is a pebbly or sandy shore, especially by the sea. | Say how two places in the immediate environment are the same or different. | Describe a contrasting environment to their own. |
| Seaside Stories (Need to order Book) | A beach is a pebbly or sandy shore, especially by the sea. | Talk about stories and make connections with events in their own lives or other familiar stories. | Link what they read or hear to their own experiences and understanding of a topic or events. |
| Planning a beach Trip (- Draw what they will take. Think about how to stay safe.) | Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. | Talk about why it is important to stay safe in the sun. | Recognise the importance of staying safe in the sun. |



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| Wish you were here | Postcards are cards for sending a message by post without an envelope. Postcards usually have a photograph or illustration on one side. | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words. |
| One Decision | | | |
| Music | Song of the week - Oh I do Like to Be Beside the Seaside | | |
| OUTDOOR LEARNING | See Additional Plan | | |
| Continuous Provision | See Additional Plan | | |
| Continuous Provision Enhancements | See Additional Plan | | |

Week 2
Snail and The Whale

| Lesson | Knowledge | Skill | Progression to Year 1 |
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| Holidays in the past Lesson 1 | The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. | Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. | Describe changes within or beyond living memory. |
| Holidays in the past Lesson 2 | The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. | Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. | Describe changes within or beyond living memory. |



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| Beach Art | Objects like shells, beach glass and driftwood are carried onto the beach by waves. | Use digital devices to take digital images or recordings of their creations to share with others. | Use design software to create a simple plan for a design. |
| Seaside Scenes | Explore artwork made by great artists. | Explore artwork by famous artists and talk about their likes and dislikes. | Describe and explore the work of a significant artist. |
| One Decision | | | |
| Music | Song of the week - A sailor went to sea. | | |
| Continuous Provision | See Additional Plan | | |
| Continuous Provision Enhancements | See Additional Plan | | |

| Week 3 Here we are | | | |
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| Lesson | Knowledge | Skill | Progression to Year 1 |
| Who lives on the seashore? | The seashore is an area of sandy, stony or rocky land bordering and level with the sea. | Describe how the weather, plants and animals of one place is different to another using simple geographical terms. | Locate hot and cold areas of the world in relation to the equator. |
| Looking after our seashore Order - Bloom Julia Seal | Leaving litter on beaches can potentially kill marine life. | Describe ways to look after the immediate environment. | Describe how pollution and litter affect the local environment and school grounds. |



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| Who's Inside? | A shell is the hard, protective outer case of a mollusc or crustacean. | With support, observe, record and talk about materials and living things. | Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. |
| Feeling Crabby! | Crabs are crustaceans. Crabs have five pairs of legs. The first pair of legs has pincers. | Identify common features for different groups of animals, including wild and domestic animals. | Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals. |
| One Decision | | | |
| Music | Song of the Week - 5 Oceans Song | | |
| Continuous Provision | See Additional Plan | | |
| Continuous Provision Enhancements | See Additional Plan | | |

| Week 4 Here we are | | | |
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| Skill | Knowledge | Skill | Progression to Year 1 |
| Who lives inside the rock pool? | Rock pools or tide pools are shallow pools of seawater that form on the rocky part of the seashore. Many of these pools only appear at low tide. | With support, observe, record and talk about materials and living things. | Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. |

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| | <p>Rock pools are habitats for many animals, such as starfish, crabs, anemones, mussels, barnacles and periwinkles.</p> | | |
| Who eats who? | <p>A carnivore is an animal that eats other animals.</p> <p>A herbivore is an animal that eats plants.</p> <p>An omnivore is an animal that eats plants and other animals.</p> | Match animals to the foods that they eat. | Group and sort a variety of common animals based on the foods they eat. |
| Seabirds | <p>Wading seabirds, such as oystercatchers and sandpipers, feed on shellfish and fish on the shoreline.</p> <p>Diving seabirds, such as cormorants and gannets, catch fish by diving into the sea.</p> | With support, observe, record and talk about materials and living things. | Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. |
| One Decision | | | |
| Music | Numicon Beach Songs | | |
| Continuous Provision | See Additional Plan | | |

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| Continuous Provision Enhancements | See Additional Plan |
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Week 5
The Sea Saw (Cornerstones)

| Lesson | Knowledge | Skill | Progression to Year 1 |
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| Sounds of the Sea | Recognise that it is possible to change and alter their designs and ideas as they are making them. | Adapt and refine their work as they are constructing and making. | Talk about their own and each other's work, identifying strengths or weaknesses and offering support. |
| Seas and Oceans | The ocean is the body of salt water that covers over two thirds of the Earth's surface. An ocean is a large expanse of water. | Begin to notice and talk about the different places around the world, including oceans and seas. | Name and locate the world's seven continents and five oceans on a world map. |
| Coral Reefs to Icy Seas | The polar regions, the Arctic and Antarctic, are always cold and icy. | Describe how the weather, plants and animals of one place is different to another using simple geographical terms. | Locate hot and cold areas of the world in relation to the equator. |
| Something Fishy | Fish use their gills for breathing in the water. Fish use their tails for swimming. Fish use their fins to keep them upright. Fish have scales to protect their bodies and help them to swim. | Identify common features for different groups of animals, including wild and domestic animals. | Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals. |

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| One decision | | | |
| Music | Song of the week – Ten little toes Numicon Song. | | |
| Continuous Provision | See Additional Plan | | |
| Continuous Provision Enhancements | See Additional Plan | | |

Week 6
The Sea Saw (Cornerstones)

| Lesson | Knowledge | Skill | Progression to Year 1 |
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| Sailing stories | <p>A sailor is a person who works as part of a crew on a ship or boat.</p> <p>A pirate is a person who robs and attacks a boat at sea.</p> | Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. | Speak in a way that is clear and easy to understand. |
| Treasure Maps | <p>A map is a drawing that shows an area of land or sea.</p> <p>Maps show natural physical features, such as mountains and rivers, and man-made features, such as roads.</p> | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words. |



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| Keeping Safe at Sea | A coastguard keeps watch on coastal waters to assist people or ships in danger. The RNLI is the Royal National Lifeboat Institute. The members volunteer to save people who are in danger at sea. | Talk about the different occupations that familiar adults and members of their community have. | Recognise that there are many different jobs that people can do. |
| One Decision | | | |
| Music | Perform Songs to parents before Parent workshop | | |
| Continuous Provision | <i>See Additional Plan</i> | | |
| Continuous Provision Enhancements | <i>See Additional Plan</i> | | |

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