

## Ladybirds class:

### **Summer 2 2026: The Big Questions: Where will you go on a journey? What is it like to be beside the seaside?**

Key knowledge:

A **journey** is when we travel from one place to another.

We can take short **journeys** nearby to where we live e.g. travelling to school, park, church or the shops.

We can take longer **journeys** to other towns and cities in our own country or we can take very long journeys to other countries.



The place we are travelling to is called our **destination**.

How we travel on our **journeys** depends on how far we have to go. To travel a short distance, we might walk or use bikes and scooters.



To travel further we may drive or catch a bus or train.

To travel very long distances, we might take a ferry or fly in an



We can use **maps** to help us plan and take **journeys**. A **map** is a picture of a place, usually from above. **Maps** include things that



don't move such as roads, rivers and buildings.

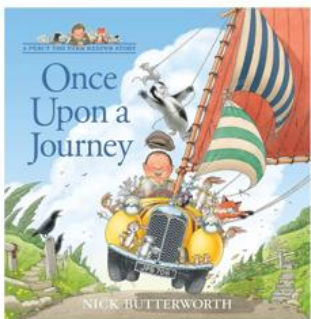
People live in different places in the world. We can use maps to help us find out where other countries are in the world and what it is like in other countries. At school we use the computer and our globe to identify where the children have been on holiday or where their families live.



Some things might be different in other places in the United Kingdom and around the world: what the weather is like, the languages people speak, the food they eat, the animals that live there. But some things may be the similar – going to school, games they play, places they live and having friends and family.

In Ladybirds class we have already compared and contrasted our local environment to the jungle environment in Africa and different places around the world.

This term we will be starting our learning with 'Once Upon A journey' written by one of my favourite authors Nick Butterworth.



The story begins and ends with a lovely rhyming poem that I can see being read over and over again to Ladybirds children.

As we read the story, we will set sail on a magical adventure, full of surprises, in this exciting new book. We will use our imaginations to travel with Percy the park keeper who has turned a rusty old car into a "sailing car", powered by the wind! And to celebrate, he drives his animal friends away from the park to camp beneath the stars.

This story will invite Ladybirds children to get outdoors and look for birds, minibeasts and wildlife both at school and at home.

The children may even build their own car for adventures from whatever they have to hand at home or in Early Years' environments.

We will also share one of our favourite stories in Ladybirds class 'Going on a Bear Hunt' by Michael Rosen which will focus on our



school environment.

We will then contrast our previous geography learning and think about what it is like at the Seaside.



### **Possible experiences:**

Drawing a map of our school grounds.

Using maps and aerial photographs of our school to find different features.

Use prepositional language to describe journeys.

Explore different maps, globes and Google Earth.

Video clips of the seaside, beach

History links – compare past and present visits to the seaside

Keeping safe at the seaside and around water



We will also think about different ways we travel:

What ways have you travelled?

What is the fastest way to travel?

Describe a journey you have been on?

How would you travel on land, in the air and on water?

and asking the key questions:

**Books:**

Key Texts

Once upon a journey

Going on a bear hunt

Bear's Adventure

What the ladybird heard at the seaside

Tiddler

Rainbow Fish

Sharing a shell

Clean Up!

Somebody swallowed Stanley

The texts will also focus on looking after the environment and promote discussion about protecting the natural world we live in.

| Key <b>Vocabulary</b> |   |
|-----------------------|---|
| <b>Journey</b>        | An act of travelling from one place to another.                                     |
| <b>Travel</b>         | Go from one place to another.   |
| <b>Destination</b>    | The place where someone is travelling to.   |
| <b>Map</b>            | A drawing of a place showing features such as rivers, roads, forests and mountains. |
| <b>Different</b>      | When something is not the same.   |
| <b>Similar</b>        | When something is a bit the same but not exactly the same.                          |

**Vocabulary linked with the seaside:**

**Sea, ocean, beach, sand, waves, fish and sea creature names. Scientific and Geographical Vocabulary**

**Tapestry:**

We continue to use Tapestry to share your child's learning at school and we encourage you to share your child's learning and family events with us from at home (your children love sharing and talking about their home lives).

**Reading and library books** (if you have any Ladybird library books at home, please return them this week):

We also ask that you read books with your child daily to encourage a love of reading and storytelling at home.

Children in Reception go home weekly with a decodable book and/or a blending book with single words and a chosen book from the book corner.

### **Personal, Social, Emotional Development:**

Children have now developed secure attachments with their teachers and peers in class.

### **Children will now be learning to:**

Show resilience and perseverance in the face of a challenge

Identify their own feelings socially and emotionally

Think about others feelings

Think about transition either into Reception (Ladybirds) or into Year 1 (Otters class)

Share photographs and special moments, journeys about themselves via Tapestry

Collective Worship based on our Christian values

Discussion around water safety- swimming, staying safe on the beach, near rivers and ponds

Sun safety- sunglasses, sun cream, sun hat, cover up, shade, drinking plenty of water

Healthy pack lunch -what would you pack?

Health and Fitness - How to stay healthy- food, exercise

Transition to Year 1- moving up days meeting new teachers in a new classroom.

### **Nursery English:**

#### **Phonics:**

The children will continue with their daily phonics focusing on rhymes, recognising pictures that begin or end with a sound see list below:

s a t p i n m d g o c k e u r h b f l j v w y z qu ch ck x sh th ng nk

e.g.: if we are focusing on the j letter sound the pictures could be jam, jug and jellyfish

The children will also focus on hearing sounds within a word (oral blending) which is very important for them as they move into the Reception year e.g.: j-a-m, j-u-g, j-e-t and j-ee-p

Writing: All children will practice writing their names with Nursery children who are entering Reception in September beginning to recognise the sounds in their names.

## **Reception English:**

The children will continue with their daily phonics and will continue with their weekly phonics home learning.

Please access Little Wandle parents information to find out more: <https://www.littlewandle.org.uk/>

They will continue to practice their handwriting and forming their letters correctly:



## **The expectations to be at the expected level for the end of the Reception year are:**

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

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

Read simple phrases and sentences made up of words with known letter-sound correspondences

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

Form lower-case and capital letters correctly

Spell words by identifying the sounds and then writing the sound with letter/s

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop that can be read by others

Re-read what they have written to check that it makes sense.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Say a sound for each letter in the alphabet and at least 10 digraphs

### **Nursery Maths:**

The children will play subitising games e.g.: throwing a dice and saying how many dots they can see, how many sea creatures they can see etc. they will work on stopping at the final number when counting objects e.g.: if I ask them to clap 5 times they stop after the 5th clap etc. During morning warm up they will be counting to 10 / 20 and down from 5 / 10.

They will begin to order numbers to 5, discussing their position from 0-5 and use the words bigger/smaller when comparing numbers and begin to select the correct numeral to represent numbers to 5.5

They will continue sorting by colour, shape and size and begin to think about simple numbers not just by numeral recognition but by thinking about how many they can see.

### **Reception Maths:**

#### **The expectations to be at the expected level for the end of the Reception year are:**

To be able to compare numbers

To understand the one more, one less relationship between consecutive numbers

To count objects, actions and sounds

To continue, copy and create repeating patterns.

To compare length, weight and capacity.

Have a deep understanding of number to 10, including the composition of each number

Subitise (recognise quantities without counting) up to 5

Automatically recall number bonds up to 5 (including some subtraction facts) and some number bonds to 10, including double facts

Verbally count beyond 20, recognising the pattern of the counting system

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

## **RE:**

We will be thinking about why are some stories special?

We will discuss which stories are special to us and think about how stories often have a moral or meaning within them. We will also think about the special stories and the Bible that is the special story book for Christians.

## **Home learning summer term 2:**

Home learning is due in **Wednesday 15<sup>th</sup> July 2026** choose 1 of the activities below or your own home linked with this term's theme of growing.

We appreciate that the home learning will be supported by you but we also love the ideas the children come up with.

### **Ideas for home learning are:**

Can your child create a map of the area where they live?

It could be on a large piece of paper (this can be the reverse of an old roll of unused wallpaper).

Children in Nursery could use their own play resources to set the scene for their map and Reception could also add play resources but add labels to their map e.g.: shop, church, park, pub, road signs, houses etc.



You could also add a picture of the house you live in to the map.

Can your child create their own vehicle using a range of resources?

Can your child create a vehicle that they would like to travel in.

This could be completed with reclaimed materials or from construction materials e.g.: Lego:

Can your child find out some information about the history of their chosen vehicle?





Can your child create a beach scene using their chosen resources:



this could be on a paper plate or in a shoe box.



**Reception children can you write about your beach scene.**

We will be comparing beach holidays of today to beach holidays of the past.



One of the favourite things to do a long time ago was visit the seaside and watch a puppet show:

Can your child create their own puppet it doesn't have to be from a Punch or Judy show it can be out of reclaimed materials etc.

Thank you for reading this Knowledge organiser and supporting your child at home.

