



EYFS – Ducklings  
**“Under the sea and on the sand”**



Summer 2<sup>nd</sup> 2026

**Topic Overview:**

This topic supports several areas of the EYFS curriculum, including **Communication and Language** (as children learn new vocabulary and share ideas), **Understanding the World** (as they explore ocean animals, textures, and habitats), **Expressive Arts and Design** (through crafting sea creatures and imaginative play), and **Physical Development** (as they engage in fine motor tasks like pouring, digging, and building). It also encourages **Personal, Social and Emotional Development** by fostering curiosity, teamwork, and care for living things. It follows on from the work we did last half term learning to care for our planet and all living things. Parents can support this learning at home by reading books about sea life, visiting the beach or an aquarium if possible, engaging in sand and water play, and encouraging children to draw or make models of sea creatures. Talking to your child about what they’ve learned at school and helping them find answers to their questions nurtures their curiosity and deepens their understanding.

**Hook:**

Learning to sing “Oh I do like to be beside the seaside”

**Outcome:**

Sandcastle building competition

What’s being covered?		
<b>Maths</b>		<ul style="list-style-type: none"> <li>Counting, reading and writing numbers</li> <li>Comparing and ordering numbers</li> <li>Adding and subtracting</li> <li>Continuing to learn our number bonds</li> <li>Learning about shape and measures</li> </ul>
<b>Literacy</b>		<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense</li> </ul>
	<b>Theme</b>	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ☑ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<b>Personnel, Social and Emotional Development</b>	Regulation and relationships	<ul style="list-style-type: none"> <li>Thinking about what it means to be a valued person</li> <li>Exploring the differences between us that make each person unique</li> <li>Considering the perspectives and feelings of others</li> </ul>
<b>Communication, Language and Literacy</b>	Listening and attention	<ul style="list-style-type: none"> <li>Learn new vocabulary</li> <li>Use new vocabulary through the day</li> <li>Ask questions to find out more</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</li> </ul>
<b>Understanding The World</b>	The Natural World	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Draw information from a simple map</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul>

		<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul>
<b>Expressive Arts and Design</b>	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills</li> <li>• Collaborate with peers to retell a story</li> <li>• Express an opinion/talk about a piece of music.</li> </ul>
<b>Physical Development</b>	Gross and Fine Motor Skills	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Develop overall body-strength, balance, co-ordination, and agility</li> </ul>
<b>Computing</b>	E-Safety	<ul style="list-style-type: none"> <li>• Continue reading the Digiduck stories</li> <li>• Learning how to be a good friend online</li> </ul>
<b>RE</b>	Enquire and Explore	<ul style="list-style-type: none"> <li>• The Miracles of Jesus</li> </ul>
<b><u>Class reading – Summer 2</u></b>		<ul style="list-style-type: none"> <li>• 1. The Koala Who Could by Rachel Bright</li> <li>• 2. Frockodile by Jeanne Willis</li> <li>• 3. The Tiger Who Came to Tea by Judith Kerr</li> <li>• 4. The Missing Piece by Jordan Stephens</li> <li>• 5. The Colour Monster by Anna Llenas</li> <li>• 6. The Runaway Pea by Kjartan Poskitt</li> </ul>