

# Curriculum Overview: EYFS Summer Term 2

## Wonderful Waves



Week 1 3 <sup>rd</sup> June Establishing week  Under the Sea	Week 2 10 <sup>th</sup> June  Under the Sea	Week 3 17 <sup>th</sup> June  Water sports/Olympics	Week 4 24 <sup>th</sup> June  Under the Sea- Pollution	Week 5 1 <sup>st</sup> July  At the Seaside	Week 6 8 <sup>th</sup> July  International Week	Week 7 15 <sup>th</sup> July  Pirates
Inset Monday	Father's Day Assembly	Sports Week		Inset Friday		Water fun day
<b>Key Stimulus:</b>   	<b>Key Stimulus:</b>  	<b>Key Stimulus:</b>   	<b>Key Stimulus:</b>  	<b>Key Stimulus:</b>   	<b>Key Stimulus:</b>  	<b>Key Stimulus:</b>    
<b>Nursery Rhyme/Song:</b>  Under the Sea	<b>Nursery Rhyme/Song:</b>  Father's Day Song	<b>Nursery Rhyme/Song:</b>  Olympics song	<b>Nursery Rhyme/Song:</b>	<b>Nursery Rhyme/Song:</b>  5 little sandcastles	<b>Nursery Rhyme/Song:</b>  Swedish Nursery Rhyme	<b>Nursery Rhyme/Song:</b>  Over the Deep Blue Sea
<b>Role Play:</b> Indoor- home corner- additions added based on children's interests. Packing to go on holiday.						

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**C&L:**

**Listening, Attention & Understanding:**

- Understands how to listen carefully and why listening is important.
- Learns new vocabulary
- Listens carefully to rhymes and songs, paying attention to how they sound.

**Speaking:**

- Engages in story times.
- Retells stories once they've developed familiarity with the text.
- Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Uses new vocabulary in different contexts.
- Learns poems.
- Engages in non-fiction books



Listening, Attention & Understanding: Reminder of carpet rules – legs crossed, lips closed, hands up, good looking, good listening. Reminder of wiggly fingers when bell/ tambourine is rung.	Listening, Attention & Understanding:  Covered throughout other areas of learning	Listening, Attention & Understanding:  Children to listen to and recall facts about plastic pollution	Listening, Attention & Understanding:  Children to listen to and recall new facts about Sweden	
Speaking: Reminders to speak in full sentences with our friends and familiar adults. ask somebody if we can play with them.	Speaking:  Covered throughout all areas of learning		Children to learn some new Swedish words	

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**PSED:**

**Building Relationships:**

- Build constructive and respectful relationships

**Managing Self:**

- Knows and talks about the importance of sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.


**Self-Regulation:**

- Consider the feelings of others

**Jigsaw PSHE:**

- I can name parts of the body.
- I can tell you some things I can do and foods I can eat to be healthy.
- I understand that we all grow from babies to adults.
- I can express how I feel about moving to Year 1.
- I can talk about my worries and/or the things I am looking forward to about being in Year 1.
- I can share my memories of the best bits of this year in Reception.



Reminders of 'The Golden Rules' Link to looking after resources inside and out  Reminder of zones of regulation  Introduce value of the half term	PSED:  Covered throughout continuous provision and other areas of learning.				PSED:  Children to reflect on their year in Reception and the changes as they move into Year 1  	
PSHE- Changing Me  1. My Body	PSHE- Changing Me  2. Respecting my Body	PSHE- Changing Me  3. Growing Up	PSHE- Changing Me  4. Fun and Fears Part 1	PSHE- Changing Me  5. Fun and Fears Part 2	PSHE- Changing Me  6. Celebration	

**Key Vocab:** Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories

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PD:

Gross Motor Skills:

- Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the overall body strength, co-ordination, balance and agility
- Begins to move fluently with control and grace
- Continue to develop and refine a range of ball skills including throwing and catching
- Develops confidence, competence, precision and accuracy when engaging in activities that involve a ball

Fine Motor Skills:

- Can use a range of tools competently, safely and confidently.
- Writes using print letter formation which is fast, accurate and efficient.

Get Set 4 P.E:

- Know to use big steps to run and small steps to stop.
- Make simple decisions in response to a task. Rules: know that rules help us to stay safe.
- Know that I use big steps to run and small steps to stop.
- Know that moving into space away from others helps to keep me safe.
- Know that I can hold my arms out to help me to balance.
- Know that bending my knees will help me to land safely.
- Understand that I use one foot to hop



Gross Motor:

Covered in PE lessons and through continuous provision and independent access to resources.

Fine Motor:

Children have access funky fingers area. Daily Fine Motor interventions. Handwriting sessions

PE: Fundamentals Unit 2 <b>Theme: At the Circus</b> To develop balancing.	PE: Fundamentals Unit 2 <b>Theme: On Safari</b> To develop running and stopping.	PE: Sports Week	PE: Fundamentals Unit 2 <b>Theme: Under the Sea</b> To develop changing direction.	PE: Fundamentals Unit 2 <b>Theme: Space Explorers</b> To develop jumping.	PE: Fundamentals Unit 2 <b>Theme: At the Farm</b> To develop hopping.	PE: Fundamentals Unit 2 <b>Theme: Into the Woods</b> To explore different ways to travel using equipment.
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Key Vocabulary: balance, bend, crawl, fast, hop, jump, land, rules, run, safely, slide, slow, stop



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**Literacy:**

**Word Reading:**

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

**Word Reading:**

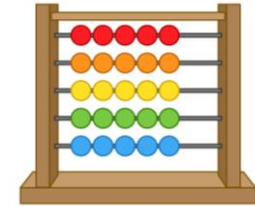
- Recognises sounds and reads words in line with what has been taught in Monster Phonics

**Writing:**

- Form lower-case and capital letters correctly.
- Writes short sentences with words with known sounds using a capital letter and full stop.
- Re-reads what they have written to check that it makes sense.


<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>CVC+ Polysyllabic</p> <p>HFW: made, make, came</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>CVC+ Polysyllabic</p> <p>HFW: I'm, very, old</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>CCC Onset Words CCVCC with previously taught digraphs</p> <p>HFWs: called, asked, looked</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>CCVCC with previously taught digraphs</p> <p>HFWs: their, our</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>CVC + HFW</p> <p>HFWs: Mr, Mrs, don't</p>	<p><b>Word Reading:</b></p> <p>Monster Phonics</p> <p>CVC + HFW</p> <p>HFWs: people, could</p>	<p>Recap of the Year</p>
<p>Comprehension: Covered through story times</p>						
<p><b>Writing:</b></p> <p>Write about a sea creature from Commotion in the Ocean</p>	<p><b>Writing:</b></p> <p>Covered through continuous provision</p>	<p><b>Writing:</b></p> <p>Children to write about which sport they would like to do when they grow up</p>	<p><b>Writing:</b></p> <p>Children to make posters reminding others to recycle or put rubbish in the bin</p>	<p><b>Writing:</b></p> <p>Covered through continuous provision</p>	<p><b>Writing:</b></p> <p>Children to make posters for missing Monster Phonics characters</p>	<p><b>Writing:</b></p> <p>Draw and label pirate maps</p>
<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p><b>TRAIPSING</b></p> <p><b>DAYDREAMING</b></p> <p><b>TARDY</b></p> <p><b>CONVERSING</b></p> <p><b>ENSNARED</b></p> <p><b>ABANDONED</b></p> <p><b>REUNITED</b></p> <p><b>CELEBRATING</b></p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p><b>GULP DOWN</b></p> <p><b>MUSCULAR</b></p> <p><b>WEAKNESS</b></p> <p><b>CRUSH</b></p> <p><b>EXPLODE</b></p> <p><b>RAPID</b></p> <p><b>SUPERHUMAN</b></p> <p><b>DREADFUL</b></p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p><b>CONFECTIONARY</b></p> <p><b>WICKED</b></p> <p><b>DOUBLE</b></p> <p><b>SCARY</b></p> <p><b>CAULDRON</b></p> <p><b>SWISH</b></p> <p><b>PIERCING</b></p> <p><b>INNOCENT</b></p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p><b>INVESTIGATE</b></p> <p><b>BOBBED</b></p> <p><b>TANGLED</b></p> <p><b>WHIRLPOOL</b></p> <p><b>STRANGE</b></p> <p><b>POLLUTION</b></p> <p><b>CURRENT</b></p> <p><b>SPLISHED</b></p> 	<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p><b>SHARING</b></p> <p><b>SCUTTLE</b></p> <p><b>ROAMING</b></p> <p><b>ANEMONE</b></p> <p><b>TENTACLE</b></p> <p><b>WIGGLING</b></p> <p><b>SPARKLING</b></p> <p><b>UNGRATEFUL</b></p> <p><b>FIERCE</b></p> 		<p>Drawing Club:</p> <p>Key Stimulus:</p> <p>Vocabulary:</p> <p><b>JOYFUL</b></p> <p><b>HOIST</b></p> <p><b>LOST</b></p> <p><b>BEWARE</b></p> <p><b>OBSERVE</b></p> <p><b>NERVOUS</b></p> <p><b>CAREFUL</b></p> <p><b>MUNCH</b></p> 

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<p><b>Maths:</b>  <b>Number:</b></p> <ul style="list-style-type: none"> <li>- Count objects, actions and sounds beginning to go beyond 10</li> <li>- Can count beyond 20.</li> </ul> <p><b>Shape, Space &amp; Measure:</b></p> <ul style="list-style-type: none"> <li>- Begins to describe a sequence of events (real and fictional) using first, then, after, before.</li> <li>- Is able to select, rotate and manipulate shapes.</li> <li>- Can compose and decompose shapes.</li> </ul>			
<p><b>Maths:</b>  <b>Block 16- Sharing and Grouping</b></p> <ul style="list-style-type: none"> <li>• Explore sharing</li> <li>• Sharing</li> <li>• Explore grouping</li> <li>• Grouping</li> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> </ul>	<p><b>Maths:</b>  <b>Block 17- Visualise, Build and Map</b></p> <ul style="list-style-type: none"> <li>• Identify units of repeating patterns</li> <li>• Create own pattern rules</li> <li>• Explore own pattern rules</li> <li>• Replicate and build scenes and constructions</li> <li>• Visualise from different positions</li> <li>• Describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> <li>• Represent maps with models</li> </ul>	<p><b>Maths:</b>  <b>Block 18- Make Connections</b></p> <ul style="list-style-type: none"> <li>• Deepen understanding</li> <li>• Patterns and relationships</li> </ul>	<p><b>Maths Consolidation</b></p>
<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• The Last Marshmallow by Grace Lin</li> <li>• The Squirrels Who Squabbled by Rachel Bright</li> <li>• One Hungry Cat by Joanne Rocklin</li> <li>• The Doorbell Rang by Pat Hutchins</li> <li>• Ness the Nurse by Nick Sharratt</li> <li>• The Gingerbread Man</li> <li>• Bean Thirteen by Matthew McElligott</li> <li>• Missing Mittens by Stuart J. Murphy</li> <li>• Alison Hubble by Allan Ahlberg</li> </ul>	<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• I See a Pattern Here by Bruce Goldstone</li> <li>• Pattern Fish and Pattern Bugs by Trudy Harris</li> <li>• Art Forms in Nature by Ernst Haeckel</li> <li>• Rosie’s Walk by Pat Hutchins</li> <li>• What the Ladybird Heard and The Gruffalo by Julia Donaldson</li> <li>• Disney’s The Lion King by Justine Korman Fontes</li> <li>• We’re Going on a Bear Hunt by Michael Rosen</li> <li>• Cockatoos by Quentin Blake</li> <li>• Martha Maps It Out by Leigh Hodgkinson</li> <li>• In Every House, on Every Street by Jess Hitchman</li> <li>• If I Built a House by Chris Van Dusen</li> <li>• The Secret Path by Nick Butterworth</li> <li>• Me on the Map by Joan Sweeney</li> <li>• Pirates Love Underpants by Claire Freedman</li> <li>• My Map Book by Sara Fanelli</li> <li>• Little Red Riding Hood</li> <li>• The Once upon a Time Map Book by B.G. Hennessy</li> </ul>	<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>• Billy’s Bucket by Kes Gray</li> <li>• Mr Gumpy’s Outing by John Burningham</li> <li>• How Many Legs? by Kes Gray</li> <li>• Ants Rule: The Long and Short of it by Bob Barner</li> <li>• Mr Archimedes’ Bath by Pamela Allen</li> <li>• Who Sank the Boat? by Pamela Allen</li> <li>• You Can’t Take an Elephant on the Bus by Patricia Cleveland-Peck</li> </ul> <p><b>Linked Rhymes:</b></p> <ul style="list-style-type: none"> <li>• There’s a Hole in My Bucket</li> </ul>	

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	<p><b>Linked Rhymes:</b></p> <ul style="list-style-type: none"> <li>• The Bear Went over the Mountain</li> <li>• Gonna Build a House</li> </ul>		
<p><b>Key Vocab:</b></p> <p>Fair Sharing Equal Same amount Left over Groups Altogether Odd Even Double</p>	<p><b>Key Vocab:</b></p> <p>Pattern Repeat Unit of repeat Pattern Rule Build Recreate Position In front Behind Same Instructions Next Where Follow Straight Next to</p>	<p><b>Key Vocab:</b></p> <p>Float Sink Hold Compare Same as Measure How many Double</p>	

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**UOW:**

**People, Culture and Communities:**

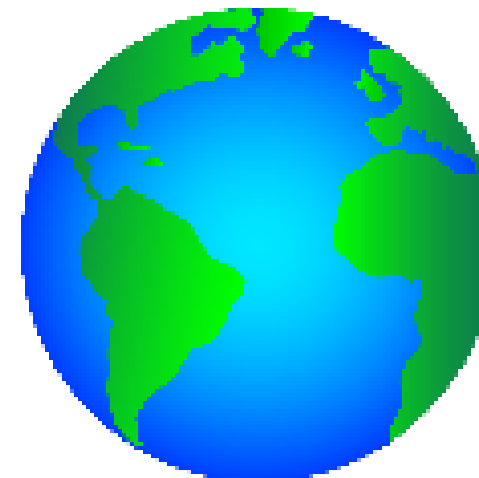
- Recognise that people have different beliefs and celebrate special times in different ways.
- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries.

**The Natural World:**

- Understands the need to respect and care for the natural environment and all living things
- Can talk about the features of the current season.
- Talk about ways to talk about our immediate environment including talking about picking up litter and recycling.
- Can draw a map from imaginary story settings.

**Past and Present:**

- Comment on images, stories, artefacts and accounts from the past.
- Is able to organise events using basic chronology using words linked to the passage of time.
- Comment on images of familiar situations in the past.
- Can compare and contrast characters from stories from the past vs now.
- Is able to talk about characters from a range of cultures.
- Can talk about their experiences around themes from stories e.g. bravery, difficult choices and kindness.



<p><b>UOW:</b> Recap four seasons. Moving into Summer. Walk around school grounds looking for signs of summer</p>	<p><b>UOW:</b> Look at a globe and the different oceans. Look at what sea creatures live in which oceans</p>	<p><b>UOW:</b> Look at famous sportspeople over time at the Olympics</p>	<p><b>UOW:</b> Children to learn about the effects of plastic pollution in the oceans Go Jettors</p>	<p><b>UOW:</b> Children and adults to share photos of seaside trips. What did they see?</p>	<p><b>UOW:</b> Look at world map/google Earth. Identify where Sweden is. Learn about Swedish culture, food, flag, landmarks</p>	<p><b>UOW:</b> Drawing pirate treasure maps</p>
<p><b>RE: What makes our world wonderful?</b>  Engage</p>	<p><b>RE: What makes our world wonderful?</b>  Engage Enquire and Explore</p>	<p><b>RE: What makes our world wonderful?</b>  Enquire and Explore</p>	<p><b>RE: What makes our world wonderful?</b>  Evaluate</p>	<p><b>RE: What makes our world wonderful?</b>  Express</p>		

**Key Vocab:** Planet, World, Plastic, Future, Citizens, Impact, Damage, Spoil, Problem, Creation, Creator, Gifts, Care, Responsibility, Alive, Special Unique, Animal names etc.



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**EAD:**

**Creating with Materials:**

- Understands how to use the woodwork bench safely.
- Return to and build on their previous learning, refining their ideas and developing their ability to represent them.
- Can discuss the work of artists, talking about what they like or dislike.
- Can use the work of an artist as inspiration for their own work.
- Explores making moving vehicles using wheels and axles.

**Being Imaginative and Expressive:**

- Can develop storylines in their pretend play.
- Is able to sing in a group or on their own increasingly matching the pitch and following the melody.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Creates their own music.
- Replicates choreographed dances.
- Can choreograph their own dances.

**Charanga Music:**

- Listen and appraise.
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.
- Sing and revisit nursery rhymes and action songs.
- Play instruments within the song.
- Improvisation using voices and instruments.
- Riff-based composition.
- Share and perform the learning that has taken place.



Creating with Materials: Recap how to use woodwork bench safely	Creating with Materials: Children to create their won rainbow fish using a variety of materials	Creating with Materials: Covered through continuous provision	Creating with Materials: Variety of media and materials available for seaside artwork	Creating with Materials: International week artwork	Creating with Materials: create their own boat using modelling materials
Being Imaginative: Covered throughout indoor and outdoor provision.				Being Imaginative: International week dance	Covered throughout indoor and outdoor provision.
Music: Charanga Reflect Rewind and Replay Step 1	Music: Charanga Reflect Rewind and Replay Step 2	Music: Charanga Reflect Rewind and Replay Step 3	Music: Charanga Reflect Rewind and Replay Step 4	Music: Charanga Reflect Rewind and Replay Step 5	Music: Charanga Reflect Rewind and Replay Step 6

Key Vocab: appraising, band, chorus, dynamics, lyrics, pulse/beat, solo, tempo

