



Curriculum Overview: EYFS Summer Term I



Come Outside

Wow moment: Caterpillars, Planting beans, planting in garden, ugly bug ball

Week 1 13th April Establishing week Plants	Week 2 20th April Minibeasts – Bees and wasps	Week 3 27th April Minibeasts – Ladybirds & Worms	Week 4 4th May Minibeasts –Spiders & Ants	Week 5 11th May Minibeasts – Caterpillars & Butterflies	Week 6 18th May Minibeasts – Slugs & Snails
Caterpillars arrive			Bank holiday		Ugly bug ball
Key Stimulus: 	Key Stimulus 	Key Stimulus: 	Key Stimulus: 	Key Stimulus: 	Key Stimulus:
Nursery Rhyme/Song: The Seed Song	Nursery Rhyme/Song: The Bees Go Buzzing The Bees go Buzzing	Nursery Rhyme/Song: What the Ladybird Heard Song There's a Worm at the Bottom of the Garden	Nursery Rhyme/Song: Incy Wincy Spider The Ants Go Marching	Nursery Rhyme/Song: There's a Tiny Caterpillar on a Leaf Cecil was a caterpillar	Nursery Rhyme/Song: Slugs Lovely Slugs
Role Play: house inside. Outside changed based on children's interest					

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<p style="text-align: center;">Communication & Language</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - To understand questions such as who, what, where, when, why and how - To know that asking a question helps to clarify understanding - To be able to follow complex instructions - To begin to understand humour <p>Speaking</p> <ul style="list-style-type: none"> - To link statements and stick to a main theme - To use talk to organise, sequence and clarify thinking, ideas, feelings and events - Learn rhymes, poems and songs 					
<p style="text-align: center;">PSED</p>	<ul style="list-style-type: none"> - To control their emotions using a range of techniques - To maintain focus during extended whole class teaching - To know that their behaviour affects others - To manage own basic needs independently - To show a 'can do' attitude - To work as a group successfully - To begin to show sensitivity to their own and to others' needs. <p>Jigsaw PSHE:</p> <ul style="list-style-type: none"> - I can identify some of the jobs I do in my family and how I feel like I belong. - I know how to make friends to stop myself from feeling lonely. - I can think of ways to solve problems and stay friends. - I am starting to understand the impact of unkind words. - I can use Calm Me time to manage my feelings. - I know how to be a good friend. 					
<p>Adult led</p>	<p>Reminders of 'The School Rules and values' Link to looking after resources inside and out</p> <p>Reminder of zones of regulation</p>	<p>Continue to share special boxes. Focus on question words</p>	<p>Introduce telling jokes</p>	<p>Continue joke telling</p>	<p>Calm Me outdoors - lie down and practise cloud spotting. Look at the different shapes and colours and watch how fast or slow they move</p>	



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	Introduce value of the half term					
Jigsaw PSHE Healthy Me	1. My family and me	2. Make friends make friends never ever break friends Part 1	3. Make friends make friends never ever break friends Part 2	4. Falling out and bullying Part 1	5. Falling out and bullying Part 2	6. Being the best friends we can be
Enhancements	Paper available for children to draw their families	Games - provide a selection of games that encourage teamwork e.g. board games, puzzles and problem-solving challenges.	Friendship bracelets - thread beads to make a friend a bracelet. Tell your friend what you like about them and why they are special to you.	Nature potions - invite the children to create their own kindness potions. Ask them to think about words that make them feel good	Large rolls of paper and an assortment of mark-making materials. Play music and children to draw/mark make/write how it makes them feel. Puppets to be made available.	Mittens - each child invited to make a picture of themselves being a good friend. Add the mittens to the Relationships Fiesta
Jigsaw Key Vocab:	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing					

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Physical Development	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> - To develop balancing. - To develop running and stopping. - To develop changing direction. - To develop jumping - To develop hopping. - To explore different ways to travel using equipment. - Learn how to use scooter boards. <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> - To hold scissors correctly and cut out small shapes - To write letters on a line with some idea of ascenders and descenders 					
Adult Led	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Get Set 4 PE:	Fundamentals-Unit 2 At the Circus	Fundamentals-Unit 2 On Safari	Fundamentals-Unit 2 Under the Sea	Fundamentals-Unit 2 Space Explorers	Fundamentals-Unit 2 At the Farm	Fundamentals-Unit 2 Into the Woods
Enhancements	Restock trolley and focus on tidying away properly.	At the Circus picture. Beanbags, cones, skipping ropes & mini hurdles.	On Safari picture. Cones.	Under the Sea Picture Cones.	Space Pictures. Ladder, beanbags, mini hurdles & hoops	At the Farm Pictures. Cones.
Adult Led- Handwriting	Long Ladder Letters l,i,t,u,j,y	Curly Caterpillars Letters a,d,c,o,f,e,s,g,q	One armed robot letters m,n,p,r,b,h,k	Zig-Zag letters v,w,x,z	Capital Letters	Capital letters
Enhancements	Plant life cycle cut and stick	Bees to cut and stick to a hive	Worms to cut and stick in size order	spiders to cut out and stick to spider web	Create a caterpillar cut and stick	Minibeast cut and stick theme

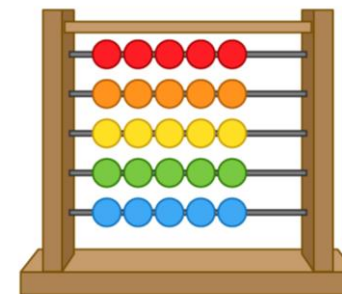
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	<p>Literacy: Word Reading:</p> <ul style="list-style-type: none"> - Reads some digraphs - Reads some HFWs matched to Monster Phonics - Recognises sounds and reads words in line with what has been taught in Monster Phonics <p>Comprehension:</p> <ul style="list-style-type: none"> - To begin to answer questions about what they have read - To use vocabulary that is influenced by their experiences of books <p>Writing:</p> <ul style="list-style-type: none"> - To form taught lowercase and capital letters correctly - To begin to write longer words which are spelt phonetically - To write sentences using finger spaces and full stops 					
<p>Reading</p>	<p>Monster Phonics CVCC</p>	<p>Monster Phonics CVCC Focus group- Pop up Pirate CVC words</p>	<p>Monster Phonics CVC+ previously taught digraphs HFWs: your, here, saw Focus group- buried Treasure</p>	<p>Monster Phonics CVC+ previously taught digraphs HFWs: your, here, saw Focus group- Cross the river</p>	<p>Monster Phonics CCVCC HFWs: time, out, house, about Focus group- CVC hoop Jumping</p>	<p>Monster Phonics CCVCC HFWs: time, out, house, about Focus group- Tricky Word Bingo</p>
<p>Writing</p>	<p>Children to write their name for their learning space Label planting area</p>	<p>Independent bee/wasp theme in writing area Focus group- A bee has six legs</p>	<p>Draw and label map either from story or create own focus group- list of animals from the story</p>	<p>Minibeast poster focus group- interest based sentence writing</p>	<p>Life Cycles focus group- list of minibeasts</p>	<p>Minibeast fact book focus group- favourite minibeast. I like... because</p>
<p>Drawing Club:</p>	<p>Vocabulary: CLAMBERING BOOMING DESCENDING GLITTERING GINORMOUS SHOCKING SLINKING CHOPPING</p> 	<p>Vocabulary: BOILING ESCAPE CACOPHONY DISCUSSION GIGANTIC KNEADING EXPAND HOVERING</p> 	<p>Vocabulary: THIEVES WHISPER CUNNING SPLOSH TEAMWORK SNEAKY HEFTY LANKY</p> 	<p>Vocabulary: STALKING SMUGGLE MINIATURE EVADE GRASP FOE DOZING SLINK</p> 	<p>Vocabulary: TINY NIBBLE BEAUTIFUL WRIGGLE COCOON BURSTING METAMORPHOSIS HUNGRY</p> 	





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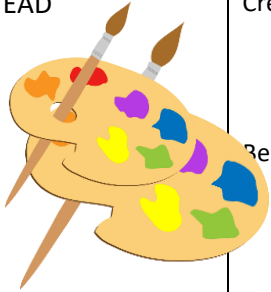
Maths:	<p>Number:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns:</p> <ul style="list-style-type: none"> - 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. <p>Shape, Space & Measure:</p> <ul style="list-style-type: none"> - To Name and identify 3D shapes - To find 2D shapes within 3D shapes - To identify more complex patterns 					
Adult Led Mastering Number	Week 21- Counting, ordinality and cardinality Focus on the purpose of counting to find out 'how many' objects there are.	Week 22 – Subitising Focus on subitising with increasingly complex arrangements.	Week 23 - Composition Focus on composition of 5 and a bit.	Week 24 - Composition Focus on composition of 10.	Week 25 – Comparison Focus on ordinality; considering where numbers to 10 are in relation to each other.	White Rose Maths- 3D shapes
Focus Task	Counting resources to provide counting practice.	Children to use to make collections of 6 small objects focus group: subitise (to 5) counting beyond 20	Play games with 5 double-sided objects focus group: link numeral and objects (10)	Barrier games focus group: composition of numbers to 10	1-to-1 dice games focus group: Number bonds to 5	Loose parts complex patterns focus group: Compare quantities up to 10
Enhancement	Skittles outside	10-frames and objects (6)	Matching games	10-frames and double dice frames to fill with objects.	Number representation children to order and match number representation cards.	3D shape pattern printing



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<p>Understanding of the World</p> 	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - To create maps and plans from familiar stories <p>The Natural World:</p> <ul style="list-style-type: none"> - To ask questions about the natural environment. - Begin to know that a habitat is also the home of plants - To observe the growth of seeds and talk about changes (beans) - To know the basic lifecycle of a plant and tree - To observe and identify the parts of a plant or tree - Know how to draw plants, including some of their specific parts - To describe what they see, feel and hear outside - Know that plants need water, light and a suitable temperature to grow - Begin to know how to compare the basic needs of a plant to an animal including humans 					
<p>Adult Led</p>	<p>Introduce plants. Look at the lifecycle. Talk about what is needed to help plants grow.</p>	<p>Non-fiction book about bees and pollination</p>	<p>Model drawing the map from the story. Add labels</p>	<p>Watch a time lapse video of spider weaving it's web</p>	<p>Looking at time lapse video of caterpillar-butterfly. Talk about the changes we have seen with our caterpillars.</p>	<p>Non-Fiction book about snails and slugs</p>
<p>Enhancements</p>	<p>Planting beans and seeds outside</p>	<p>Children cut and stick bees onto hive</p>	<p>Drawing Maps – from story or their own</p>	<p>Children to make own spider webs</p>	<p>Children to create their own life cycles</p>	<p>Sorting minibeasts</p>
<p>RE</p>	<p>RE: What makes something special? Engage</p>	<p>RE: What makes something special? Engage Enquire and Explore</p>	<p>RE: What makes something special? Enquire and Explore</p>	<p>RE: What makes something special? Evaluate</p>	<p>RE: What makes something special? Express</p>	

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<p>EAD</p> 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> - To design and plan what they are going to make (cooking, construction, creative activities, junk modelling) - To draw more detailed pictures of people and objects (plants) - To manipulate materials and joining technique - To design and create a minibeast scene with a moving mechanism (pop up/sliding) <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> - To move in time to music. - To learn dance routines. - To follow a musical pattern to play tuned instruments - To create narratives based around stories - To learn and perform a poem 					
<p>Adult Led</p>	<p>Model drawing a detailed drawing of plants</p>	<p>Model designing a model from junk modelling materials</p>	<p>Ladybird pebble painting</p>	<p>Spider web weaving</p>	<p>Butterfly symmetry painting</p>	<p>Henri Matisse snail</p>
<p>Enhancements</p>	<p>Variety of drawing materials available in art area</p>	<p>Paper and pencils added to junk model area</p>	<p>How to draw a ladybird sequence</p>	<p>Create a spider – following a sequence</p>	<p>Fingerprint caterpillars</p>	<p>Coloured paper available for children to make their own snail picture</p>