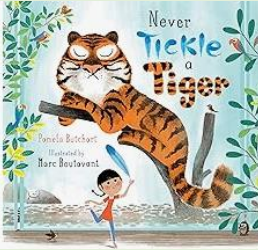
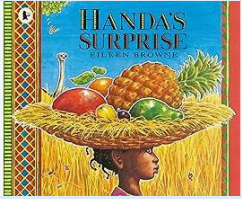
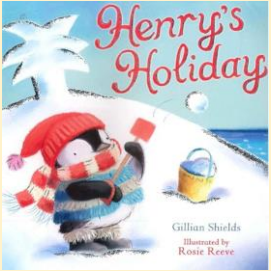
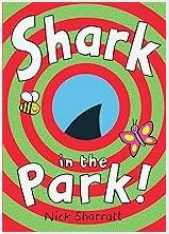
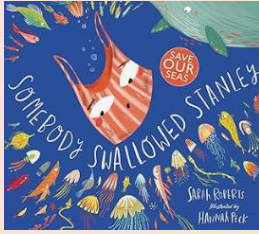
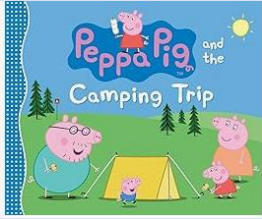
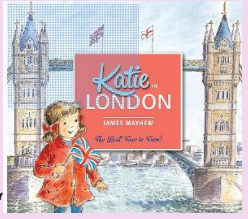


Curriculum Overview – EYFS – Butterfly Class – Summer 2 – Big Wide World

Week 1 – Exploring other countries	Week 2 – Exploring other countries	Week 3 – Exploring other countries	Week 4 – Seas and Oceans	Week 5 -Protecting the environment	Week 6 – Summer Holidays England	Week 7 – Transition
 <p>t</p>	 <p>a</p>	 <p>i</p>	 <p>p</p>	 <p>s</p>	 <p>n</p>	

Communication and Language

- Understands and uses a wider range of vocabulary
- Can contribute to discussions and conversations with prompts
- Can wait their turn to speak in a small group
- Knows that they are moving into a new school or class
- Understands few, many
- Engages in conversation with adults and peers
- Developing an awareness and tenses e.g. play, playing, played
- Uses superlative language
- Can ask questions and answer simple 'why' questions
- Asks questions about their new school and teacher
- Can talk about their new school and teacher
- Asks questions about their new school and teacher
- Can talk about their new school and teacher
- Can name their new teacher and/or school setting

- Can name their new teacher and/or school setting

Core Vocabulary:

few, many, biggest, smallest, shortest, longest, correct verb tenses

Planned Activities

- Suitcase on carpet in morning. What have I packed for my holidays? Look at items. Model packing list
- Sensory tray ice with polar animals
- sensory tray beach. Shells, sand, seaweed etc
- Carpet time Recycling sort. (Using talk to organise, instruct and sort)
- Aeroplane role play. Make tickets
- Intonation, phrasing and rhythm – Tickle a Tiger. Shark in the Park
- Handa's surprise dramatise. Oral comprehension questions –express point of view

PSED

- Can focus attention in a larger group situation
- Can talk about feelings in simple terms, e.g., happy and sad, angry or worried, and give reasons if upset
- Can show resilience when faced with a challenge
- Can talk about changes and how they feel about starting school
- Is increasingly independent in meeting their own care needs, e.g., brushing teeth
- Assesses and manages an appropriate level of risk in own play
- Can play with other children as part of a game or activity, without adult
- Support
- Can identify how they are feeling (RSE)
- Can identify how their friends are feeling (RSE)



Core Vocabulary

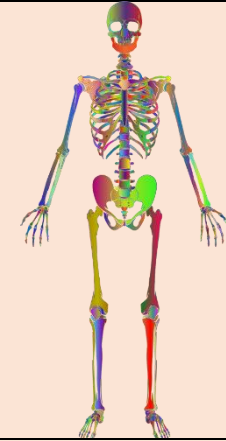
Clean, dirty, game, change

Planned Activities

- Carpet time: revisit zones of regulation.
- Feelings & others feelings. Puppet play class relevant situations focussing on empathy for what others may be feeling in scenarios
- Jigsaw changing me
- Circle time: focus on transition. Turn talking talk with adult. Use zones of regulation
- Develop confidence in new situations through exploring new areas of the school (forest school, trim trail, story hut, field)
- Develop confidence in new situations through transition morning and transition visits to Reception and from Reception teacher
- Circle time worry monster

Physical Development

- Knows and uses the correct resource to choose to carry out their own plan e.g., a large spade to dig a big hole
- Can successfully jump over a stationary line with both feet together
- Takes part in group activities which they make up for themselves
- Can hold scissors correctly to cut lines in paper or follow a simple pattern
- Draws approximate squares and triangle
- Holds a pencil using a tripod grip. Pivots from the wrist



Core vocabulary

letter, pattern

Planned Activities

- Cosmic Kids Yoga
- Balance Bikes in Garden
- Adult led animal movement games eg. Extend sleeping bunnies. 1 little lion etc
- Rousseau tiger in a tropical storm pictures – cutting and tearing
- Dance workshop in hall
- Adult led instruction games e.g. Simon says/ Parachute games
- Litter pickers in garden
- Drywipe tracing patterns

Literacy

- Knows the names of the different parts of a book
- Knows that print can have different purposes
- Understands how pages are sequenced
- Knows we read
- English text from left to right and from top to bottom
- Can orally blend some simple CVC words
- Writes some letters of accurately
- Can say what they have written to an adult (combination of letter shapes and marks)



- Asks adults to scribe purposeful writing (e.g. labels, letters, cards)

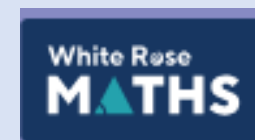
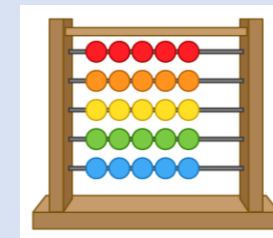
Core vocabulary

Letter, card, label

- Making maps and exploring picture maps of the school environment
- Focus on blending different SATPN letter each week linked to key text.
- Tickle a Tiger – alliteration & initial sound bag sort – group activity
- Adult led: Making shark in the park book (see template)
- Story scribing (oral blending)
- Monster phonics oral blending
- Make recycling/rubbish symbols for the bins
- Familiar logos text in the environment
- making flags. Painting activity. Painting lines across colour blocks
- Sound mats in continuous provision
- Envelopes, cards and writing prompts in continuous provision

Mathematics

- Recites numbers backwards 5-1
- Matches correct amount to numeral (1-5)
- Knows the amount stays the same however objects are arranged (1-5)
- Knows that objects can be counted in any order
- Separates a group of objects in different ways, recognising that the total stays the same
- Say the number that is one more or one less than a given number to 4
- Can say the number that comes before or after any given number within 1-5
- Identify a missing number on a number track to 5
- Can solve simple real world mathematical problems with numbers for example, sharing
- Describe and can extend patterns made up of 2d and 3d shapes



Core Vocabulary

First, last, before, after, total

Planned Activities

- Numberblocks. Parts of a whole and adding and subtracting 1

- Principles of counting retrieval
- safari tough tray. Sorting arranging and grouping objects in different ways
- White Rose Find 1, 2,3 4 and 5
- White Rose matching numerals and quantities to 5
- Snack café, ice-cream, donut shop and coffee shop role plays in garden and indoors
- 2D shape name retrieval & pattern

Understanding the World

- Beginning to understand that people are older and younger than they are
- Understands they are moving into a new class and/or setting
- Explores and can name natural and physical features of their world e.g. house, shop, land, sea, road, river, forest
- Explores photos and/or videos of their new school and teacher
- Knows that they live in England and that there are other countries in the world
- Knows that their school is in Englefield Green
- Understand that world maps and globes show countries and have areas of land and water
- environment e.g. tiger lives in jungle and shark lives in the sea
- Observes and draws animals and plants
- Explores and names features of the Seasons – Summer
- To know that water freezes into ice and ice melts into water
- Begins to understand their behaviour can effect the environment



Core Vocabulary

house, shop, land, sea, road, river, forest

England, Englefield Green, summer, melt, freeze, map, little, recycle

- Looking at Google Earth to find England, our houses, Englefield-Green & other places of significance to the children
- Introduce terms map, England and country. Identify UK.
- Children share where they have been on holiday. Locate countries on the map.
- Range of laminated maps for independent exploration and play
- Handa's surprise.
- Explore melting and freezing through ice cube play
- Water worlds in the water tray
- litter in the water tray and the garden
- Food tasting and cooking
- Making paper (pulp in tray then dry on trays)

- Transition visits to Reception and from Reception teachers

Expressive Art & Design

- Uses a range of different techniques and variety of materials, e.g., paint, collage
- draws a simple representation of a person including head, eyes, mouth, arms and legs
- makes imaginative and complex 'small worlds' with blocks or construction kits
- Knows how to engage in more complex pretend play, using an object to represent something else even though they are not similar
- Can explore their new school uniform in role-play and take part in pretend play



- Use mirrors to look at selves. Copy facial expressions (happy, sad etc) draw faces
- Copying a rhythm music time with instruments and body percussion
- Enhanced small world setups in sensory and tuff trays (arctic, savannah, beach etc)
- Take part in dance workshop
- Camping/holiday/den building role play enhanced provision in garden
- Mixed media and technique crafts