

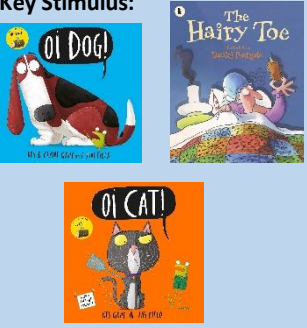
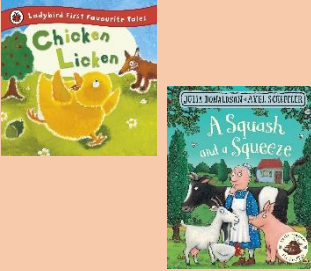
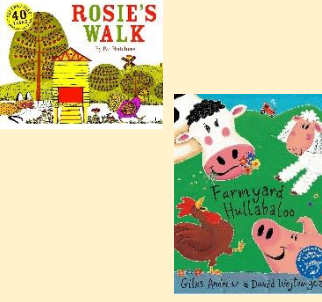

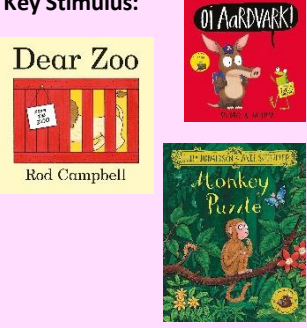
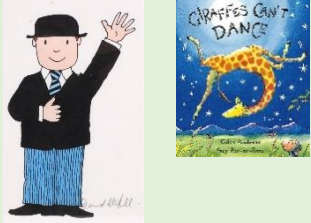


Curriculum Overview: EYFS Summer Term 1



Amazing Animals!

WOW moment: Trip to Wellington Country Park

<p>Week 1 15th April Establishing week Pets</p>	<p>Week 2 22nd April Farm Animals</p>	<p>Week 3 29th April Farm Animals</p>	<p>Week 4 6th May Wild Animals</p>	<p>Week 5 13th May Wild Animals</p>	<p>Week 6 20th May Wild Animals</p>
<p>Photos of pets on Tapestry Caterpillars arrive</p>		<p>Trip to WCP</p>	<p>Ants arrive</p>		
<p>Key Stimulus:</p> 	<p>Key Stimulus:</p> 	<p>Key Stimulus:</p> 	<p>Key Stimulus:</p> 	<p>Key Stimulus:</p> 	<p>Key Stimulus:</p> 
<p>Nursery Rhyme/Song: How Much is that Doggy in the Window?</p>	<p>Nursery Rhyme/Song: Old McDonald</p>	<p>Nursery Rhyme/Song: The Farmer in the Dell</p>	<p>Nursery Rhyme/Song: Walking through the Jungle</p>	<p>Nursery Rhyme/Song: Monkey Puzzle Song</p>	<p>Nursery Rhyme/Song: Down in Jungle</p>
<p>Role Play: House inside. Outside based on children's interests</p>					

Curriculum Overview: EYFS Summer Term I

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 storytimes.
- 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.	Children to listen carefully during the farm workshop and show understanding of the facts they have learnt about the different animals.	Listening, Attention & Understanding: Covered throughout other areas of learning.
Speaking: Reminders to speak in full sentences with our friends and familiar adults. ask somebody if we can play with them.	Speaking: Children to retell the story of Chicken Licken	Children to speak in full sentences to recall animal facts. To remember and recall new vocabulary	Speaking: Covered throughout other areas of learning.

Curriculum Overview: EYFS Summer Term I

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:

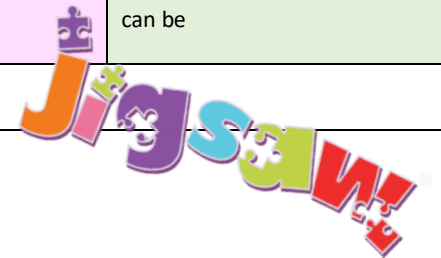
- I can identify some of the jobs I do in my family and how I feel like I belong.
- I know how to make friends to stop myself from feeling lonely.
- I can think of ways to solve problems and stay friends.
- I am starting to understand the impact of unkind words.
- I can use Calm Me time to manage my feelings.
- I know how to be a good friend.



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.
---	---

PSHE- Relationships 1. My family and me	PSHE- Relationships 2. Make friends make friends never ever break friends Part 1	PSHE- Relationships 3. Make friends make friends never ever break friends Part 2	PSHE- Relationships 4. Falling out and bullying Part 1	PSHE- Relationships 5. Falling out and bullying Part 2	PSHE- Relationships 6. Being the best friends we can be
--	---	---	---	---	--

Key Vocab: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing



Curriculum Overview: EYFS Summer Term I

PD:

Gross Motor Skills:

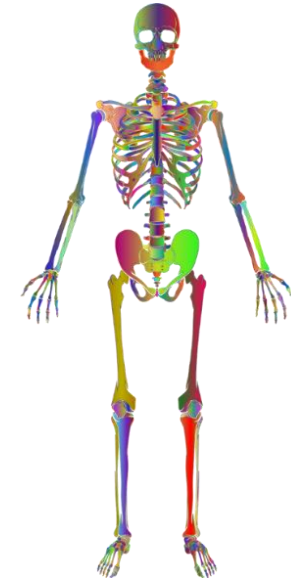
- Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the overall body strength, co-ordination, balance and agility
- Begins to move fluently with control and 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 look at the target when sending a ball and watch the ball to receive it.
- Know that keeping the ball close will help with control.
- Know that being in a space gives me room to play.
- Know that there are different roles in games.
- Make simple decisions in response to a task. Rules: know that rules help us to stay safe.
- Know to point my hand/object at my target when hitting a ball.
- Know to look at the target when sending a ball and watch the ball to receive it .



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

<p>PE:</p> <p>Games Unit 2</p> <p>Theme: Polar Regions</p> <p>To aim when throwing and practise keeping score.</p>	<p>PE:</p> <p>Games Unit 2</p> <p>Theme: The Rainforest</p> <p>To follow instructions and move safely when play tagging games.</p>	<p>PE:</p> <p>Games Unit 2</p> <p>Theme: Australia</p> <p>To learn to play against a partner</p>	<p>PE:</p> <p>Games Unit 2</p> <p>Theme: Wild West</p> <p>To develop co-ordination and play by the rules</p>	<p>PE:</p> <p>Games Unit 2</p> <p>Theme: India</p> <p>To explore striking a ball and keeping score</p>	<p>PE:</p> <p>Games Unit 2</p> <p>Theme: Far East</p> <p>To work co-operatively as a team</p>
---	---	---	---	---	--



Curriculum Overview: EYFS Summer Term I

Literacy:

Comprehension:

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

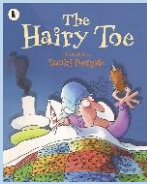

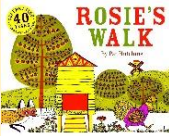
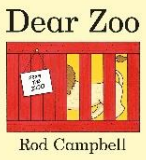

Word Reading:

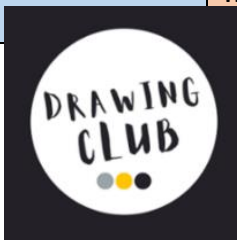
- Recognises sounds and reads words in line with what has been taught in Monster Phonics.

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>Word Reading:</p> <p>Monster Phonics</p> <p>CVCC</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CVCC</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CVC+ previously taught digraphs</p> <p>HFWs: your, here, saw</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CVC+ previously taught digraphs</p> <p>HFWs: your, here, saw</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CCVCC</p> <p>HFWs: time, out, house, about</p>	<p>Word Reading:</p> <p>Monster Phonics</p> <p>CCVCC</p> <p>HFWs: time, out, house, about</p>
<p>Comprehension: Covered through story times</p>					
<p>Writing:</p> <p>Children to write their name for their learning space</p>	<p>Writing:</p> <p>Write a list of farm animals</p>	<p>Writing:</p> <p>Write about their favourite part of WCP</p>	<p>Writing:</p> <p>Children to write about their favourite Jungle animal</p>	<p>Writing:</p> <p>Whole class Monkey Puzzle Book</p>	<p>Writing:</p> <p>Farm or Jungle animal fact book</p>
<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary:</p> <p>WINDY FURRY ANCIENT FEARFUL UNDERCOVER CREEP DISTANT SWIRLING</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary:</p> <p>DEVoured CRAFTY ROYAL PARADING SMIRKING GUILLABLE HYSTERICAL TRICKERY</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary:</p> <p>CREEPING OBLIVIOUS SOAKING IMMERSED COVERED VAULTING CLATTER SCARPER</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary:</p> <p>SLURPING FEAST CAUTIOUS SUDDENLY TOTAL CROUCH FAREWELL ARRIVE</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary:</p> <p>GIFT CAPTURED SLIPPERY ELONGATED RETURN DISAPPROVE ACCEPT PERSISTANT</p>	<p>Drawing Club:</p> <p>Key Stimulus:</p>  <p>Vocabulary:</p> <p>LIBERATE CAPTURE HABITAT TEARFUL PROTECT SHELTER RELEASE FORLORN</p>



Curriculum Overview: EYFS Summer Term I

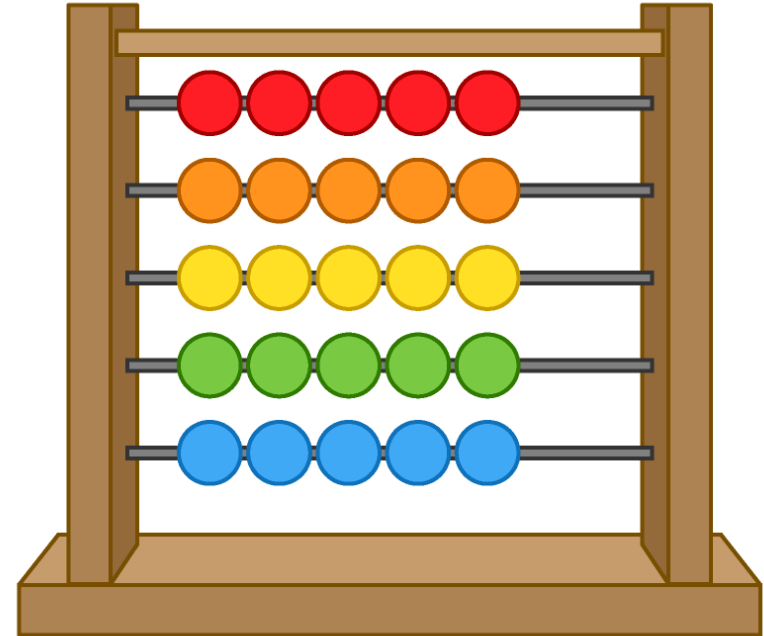
Maths:

Number:

- Count objects, actions and sounds beginning to go beyond 10
- Explore conceptual subitising to 20.
- Understands one more than/one less than up to 20.
- Explore the composition of numbers to 20.
- Links the number symbol (numeral) with its cardinal number value 1-20.
- Find numbers to 20.
- Represent numbers to 20.
- Explore odd and even numbers.
- Find and make doubles to 10.
- Count verbally beyond 20.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of number to 20.
- Add two numbers together to find the total.
- Take one number away from another to find out what you have left.
- Explore sharing and grouping.
- Explore sharing odd and even numbers.

Shape, Space & Measure:

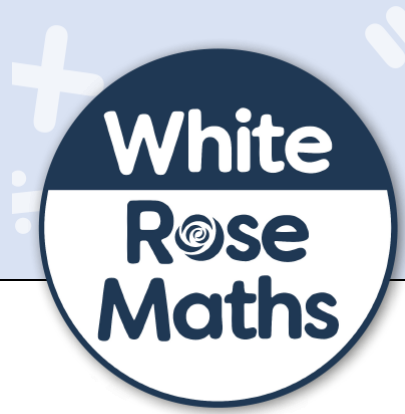
- Begins to describe a sequence of events (real and fictional) using first, then, after, before.
- Is able to select, rotate and manipulate shapes.
- Can compose and decompose shapes.
- Is able to talk about shape arrangements and make their own.
- Recognise 2-D shapes.
- Recognise 3-D shapes.
- Recognise 2-D shapes within 3-D shapes.



<p>Maths: Block 13 – To 20 and Beyond</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns 	<p>Maths: Block 14 – How Many Now?</p> <ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away? 	<p>Maths: Block 15 – Manipulate, Compose and Decompose</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes within 3-D shapes 	<p>Maths Block 16 – Sharing and Grouping</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles
---	--	--	--

Curriculum Overview: EYFS Summer Term 1

<p>Linked Texts:</p> <ul style="list-style-type: none"> Anno's Counting Book by Mitsumasa Anno Monster Counting Book 1 to 20 by Frances Mackay 13 Ways to Eat a Fly by Sue Heavenrich The Real Princess by Brenda Williams One Moose, Twenty Mice by Claire Beaton 20 Big Trucks in the Middle of the Street by Mark Lee Jack the Builder by Stuart J. Murphy Monster Math by Anne Miranda 1 is One by Tasha Tudor <p>Linked Rhymes:</p> <ul style="list-style-type: none"> Sesame Street's Pinball Number Count Catch, Catch, Catch a Fish 	<p>Linked Texts:</p> <ul style="list-style-type: none"> Mouse Count by Ellen Stoll Walsh One Ted Falls out of Bed by Julia Donaldson My Granny Went to Market by Stella Blackstone Mr Gumpy's Outing by John Burningham Splash! by Ann Jonas Tad by Benji Davies The Shopping Basket by John Burningham <p>Linked Rhymes:</p> <ul style="list-style-type: none"> Ten Green Bottles Ten Currant Buns Ten Little Ducks 	<p>Linked Texts:</p> <ul style="list-style-type: none"> Big Box of Shapes by Wiley Blevins Which One Doesn't Belong? by Christopher Danielson Mr Gumpy's Motor Car by John Burningham Tangram Cat by Maranke Rinck and Martijn van der Linden Three Pigs, One Wolf, and Seven Magic Shapes by Grace Maccarone Mouse Shapes by Ellen Stoll Walsh Pezzettino by Leo Lionni Jack and the Flumflum Tree by Julia Donaldson Perfect Square by Michael Hall Grandpa's Quilt by Betsy Franco Color Zoo by Lois Ehlert Cubes, Cones, Cylinders, & Spheres by Tana Hoban Boxitects by Kim Smith 	<p>Linked Texts:</p> <p>The Last Marshmallow by Grace Lin</p> <ul style="list-style-type: none"> The Squirrels Who Squabbled by Rachel Bright One Hungry Cat by Joanne Rocklin The Doorbell Rang by Pat Hutchins Ness the Nurse by Nick Sharratt The Gingerbread Man Bean Thirteen by Matthew McElligott Missing Mittens by Stuart J. Murphy Alison Hubble by Allan Ahlberg
<p>Key Vocab:</p> <p>What number comes after? What number comes before? What do you notice? Build Numbers 10-20</p>	<p>Key Vocab:</p> <p>How many? First Now Altogether Added Taken away How many left?</p>	<p>Key Vocab:</p> <p>Shape names Match Manipulate Next to In front Behind Under Over Arranged</p>	<p>Key Vocab:</p> <p>Fair Sharing Equal Same amount Left over Groups Altogether Odd Even Double</p>



Curriculum Overview: EYFS Summer Term I

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.



UOW: Purple Mash- Tally of our Pets Receive Caterpillars	UOW: Look at an aerial view of a farm. Compare to the aerial view of Englefield Green.	UOW: Trip to WCP Look at farm animals and their babies. Learn correct names	UOW: Google Earth- Look at some countries that have jungles. Compare to England	UOW: Observe ant farm. Can children recall ant facts we learnt in Spring 2	UOW: Look at the changes that have occurred with caterpillars. Children to recall life cycle. Release butterflies and discuss why we can't keep them
RE: What makes something special? Engage	RE: What makes something special? Engage Enquire and Explore	RE: What makes something special? Enquire and Explore	RE: What makes something special? Evaluate	RE: What makes something special? Express	

Key Vocab: Special, Precious, Artefact, Collection, Memory

Curriculum Overview: EYFS Summer Term I

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:

- Listening and appraising Funk music
- Embedding foundations of the interrelated dimensions of music using voices and instruments
- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- Playing instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place



<p>Creating with Materials:</p> <p>Recap how to use woodwork bench safely</p>	<p>Creating with Materials:</p> <p>Covered through continuous provision</p>	<p>Creating with Materials:</p> <p>Children to draw their favourite farm animals. Use materials to add texture</p>	<p>Creating with Materials:</p> <p>Tiger pictures using pastels</p>	<p>Creating with Materials:</p> <p>Jungle pictures. Watercolour background</p>	<p>Creating with Materials:</p> <p>Continue jungle pictures add wild animal on top using pastels/pencils/collage</p>
<p>Being Imaginative:</p> <p>Covered throughout indoor and outdoor provision.</p>	<p>Being Imaginative:</p> <p>Children to reenact the story of chicken Licken</p>	<p>Being Imaginative:</p> <p>Covered throughout indoor and outdoor provision.</p>			



Curriculum Overview: EYFS Summer Term 1

Music: Charanga Big Bear Funk Step 1	Music: Charanga Big Bear Funk Step 2	Music: Charanga Big Bear Funk Step 3	Music: Charanga Big Bear Funk Step 4	Music: Charanga Big Bear Funk Step 5	Music: Charanga Big Bear Funk Step 6
Key Vocab: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.					