

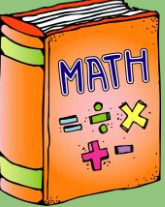



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Communication and Language 	<p>Key learning: To use talk to organise themselves and their play (3-4)</p> <p>Focus: To use specific vocabulary from key texts in the role play area.</p>	<p>Key learning: To learn new vocabulary (R)</p> <p>Focus: To use new vocabulary learnt from key texts in the environment to support them in their learning.</p>	<p>Key learning: To connect one idea or action to another using a range of connectives (R)</p> <p>Focus: To use 'and' to extend their sentences both verbally and written.</p>	<p>Key learning: To use longer sentences of four to six words to be able to express a point of view (3-4)</p> <p>Focus: To speak in longer sentences when talking about their ideas.</p>	<p>Key learning: To listen to and talk about a selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (R)</p> <p>Focus: To engage in non-fiction key texts and develop their understanding of how things work relating to growing.</p>	<p>Key learning: To learn new vocabulary (R)</p> <p>Focus: To use new vocabulary learnt from key texts in the environment to support their learning.</p>
Personal, Social And Emotional Development 	<p>Key Learning: SCARF To learn how to bounce back when things go wrong.</p> <p>Focus: To discuss their dreams/aspirations using full sentences.</p>	<p>Key Learning: SCARF To feel resilient and confident in their learning.</p> <p>Focus: To discuss things that they find challenging. Read the story 'The Dot' and discuss. Explain that we are going to practise saying 'I am going to try' or 'I can try' rather than 'I can't'.</p>	<p>Key Learning SCARF To choose healthy foods and drinks.</p> <p>Focus: To discuss the different food groups and explain how the different food groups are important for our bodies- we need to eat a balanced diet.</p>	<p>Key Learning SCARF To think about keeping our minds healthy.</p> <p>Focus: To discuss mental health and the importance of keeping our minds healthy as well as our bodies.</p>	<p>Key Learning SCARF To think about keeping our minds healthy.</p> <p>Focus: To discuss what we can do to keep our bodies and mind healthy.</p>	<p>Key Learning SCARF To explain how exercise can help us stay well physically and mentally.</p> <p>Focus: To discuss the importance of exercise and how it can help us stay well both physically and mentally.</p>


EYFS Half-Termly Overview - Summer 1

<p style="text-align: center;">Physical Development</p> 	<p>Key Learning: Ball Skills</p> <p>Focus: To explore what happens when they kick a ball using different parts of their feet.</p>	<p>Key Learning: Ball Skills</p> <p>Focus: To learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p>	<p>Key Learning: Ball Skills</p> <p>Focus: To develop dribbling using our feet to move with a ball.</p>	<p>Key Learning: Ball Skills</p> <p>Focus: To understand where to dribble and why.</p>	<p>Key Learning: Ball Skills</p> <p>Focus: To continue to explore moving with a ball.</p>	<p>Key Learning: Ball Skills</p> <p>Focus: To collaborate and work together with their partner and in small groups.</p>
<p style="text-align: center;">Literacy</p> 	<p>Text: The Amazing Plant Life Cycle Story</p> <p>Key learning: To read a few common exception words (R)</p> <p>Focus: Pictures of a life cycle of a bean - Ch to read the sentence and write each stage under each picture.</p>	<p>Text: Seed to Sunflower</p> <p>Key learning: To write simple phrases and sentences made up of words with known letter-sound correspondences (R)</p> <p>Focus: Draw their own sunflower and write sentences to describe it.</p>	<p>Text: A Seed is Sleepy</p> <p>Key learning: To write short sentences with known letter-sound correspondences (R)</p> <p>Focus: Ch to choose a seed and describe it.</p>	<p>Text: Oliver's Vegetables</p> <p>Key learning: To re-read what they have written to check that it makes sense (R)</p> <p>Focus: Write a list of what they would grow in their garden. Challenge: write a sentence about their favourite vegetable.</p>	<p>Text: From Egg to Chicken</p> <p>Key learning: To spell words by identifying the sounds and then writing the sound with letter/s (R)</p> <p>Focus: Fact file about chickens. (ch to learn chicken facts in carpet session earlier in the week).</p>	<p>Text: Caterpillar to Butterfly</p> <p>Key learning: To write short sentences with known letter-sound correspondences (R)</p> <p>Focus: Life cycle of a caterpillar. (ch to learn facts in carpet session earlier in the week).</p>
<p style="text-align: center;">English- Phonics</p> 	<p>Reading Skill:</p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p>Reading Skill:</p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p>Reading Skill:</p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p>Reading Skill:</p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p>Reading Skill:</p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p>Reading Skill:</p> <p>To be able to read simple sentences fluently including common exception words.</p>

<p>Mathematics</p> 	<p>Maths unit: Securing, addition and subtraction facts</p> <p>Key Learning: To compare two sets of objects using 'more' and 'fewer'.</p>	<p>Maths unit: Number patterns within 20</p> <p>Key Learning: To understand the conservation of numbers within 20.</p>	<p>Maths unit: Number patterns within 20</p> <p>Key Learning: To investigate number combinations within 20.</p>	<p>Maths unit: Number patterns beyond 20</p> <p>Key Learning: To estimate quantities beyond 20 and check by counting.</p>	<p>Maths unit: Money</p> <p>Key Learning: To recognise the value of one penny and to recognise the value of coins.</p>	<p>Consolidation Week</p> <p>Consolidation of misconceptions that arise throughout the term and plan according to the needs of the children i.e numbers within 20, addition and subtraction and using a part whole model.</p>
<p>Understanding the World</p> 	<p>Key learning: To explore different types of maps.</p> <p>Focus: To explore different types of maps including globes, atlases, tube maps and create their own maps.</p>	<p>Key learning: To discuss what I can see in my environment</p> <p>Focus: To go on walk around the outside area/field to see how many different animals and plants we can see. Children record on a simple recording sheet.</p>	<p>Key learning: To explore the features of different lifecycles.</p> <p>Focus: To create a butterfly lifecycle using pasta shapes, explore the human lifecycle and fill in the stages of different animal lifecycles.</p>	<p>Key learning: To explore colours in the natural environment.</p> <p>Focus: To explore the outside environment to see what colours they can find. Children collect items of each colour and attach it to their paper. Can you make a rainbow with your items?</p>	<p>Key learning: To compare and contrast character from the past.</p> <p>Focus: To read the story the Queen's Handbag and learn about past and present members of the Royal Family.</p>	<p>Key learning: To explore different types of trees and their textures.</p> <p>Focus: To find different types of trees in the school grounds and compare the similarities and differences. To do bark rubbings of the different trees.</p>



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Expressive Arts and Design 	Focus: Painting Skills/Observation Key Learning: To use paint to replicate the second part of a flower photo.	Focus: Colour Mixing Key Learning: To explore mixing primary colour paints by making handprints.	Focus: Printing Key Learning: Printing with vegetables.	Focus: Printing Key Learning: To make a printing block with polystyrene tile	Focus: Printing Key Learning: To make oil printed marbling patterns.	Focus: Printing Key Learning: To make symmetrical printed butterflies
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