






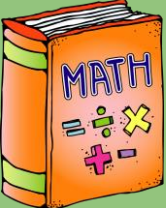
EYFS Half-Termly Overview - Summer 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication and Language 	Key learning: Develop social phrases. Focus: During circle time give the children some scenarios and ask what they would do/say in that situation i.e. someone knocking down their tower.	Key learning: Learn rhymes, poems and songs. Focus: Introduce the children to some new rhymes and songs. Encourage children to perform the rhymes and songs on the stage outside.	Key learning: Learn rhymes, poems and songs. Focus: Continue to learn some rhymes and songs- children to perform songs for their class assembly this half term.	Key learning: Ask questions to find out more and check they understand what has been said. Focus: Children engage in literacy inputs and end of day story times.	Key learning: Listen to and talk about stories to build familiarity and understanding. Focus: Children to use the skills from their literacy lessons and apply this within the provision during literacy activities and in the book corner.	Key learning: Retell the story, once they have developed a deep familiarity with the text, in their own words. Focus: Children verbally re-tell the core text story in their own words.	Key learning: Articulate their thoughts and ideas in well-formed sentences. Focus: Transition- children to discuss what they enjoyed about Reception and what they would like to learn about in Year 1.
Personal, Social and Emotional Development 	Key learning: I can discuss seasonal change. Focus: Children create a poster with drawn/painted trees for each season. Children can also write some key words associated with	Key learning: I can discuss the life cycle of plants and animals. Focus: In small groups children role play the life cycle of various living things i.e chick to chicken, caterpillar to butterfly. Recap the UTW learning from	Key learning: I can discuss the life cycle of a human. Focus: Children have pictures of the different stages of the life cycle of a human and put them in order.	Key learning: I can discuss reproduction. Focus: Class discussion.	Key learning: I can understand and discuss how I will change as I grow. Focus: Class discussion about things that the children can do now that they couldn't do when they were a baby and what they will be able to do when they are an	Key learning: I understand the difference between male and female bodies. Focus: PANTS session, discuss keeping private parts private. Discuss what our private parts are and the difference between male and female.	Key learning: Consolidation: I can discuss the changes and stages of the life cycle of a human. Focus: Children make a poster to recap all of the learning from this half term.


EYFS Half-Termly Overview - Summer 2

	each season i.e hot, cold, snow etc.	last half term.			adult that they can't do now.		
Physical Development 	PE Unit: Games for Understanding Focus: The focus of the learning is to understand why it is important to take turns when playing a game.	PE Unit: Games for Understanding Focus: The focus of the learning is to understand why we need to keep the score during a game.	PE Unit: Games for Understanding Focus: The focus of the learning is to understand why we need to follow the rules during a game.	PE Unit: Games for Understanding Focus: The focus of the learning is to explore different ways of avoiding a defender.	PE Unit: Games for Understanding Focus: The focus of the learning is to explore different ways of preventing an attacker (fish) from scoring a point.	PE Unit: Games for Understanding Focus: The focus of the learning is to bring together the suggested sequence of learning into mini games.	PE Unit: Games for Understanding Focus: The focus of the learning is to understand why it is important to take turns when playing a game.
Literacy 	Text: Billy's bucket Key learning: Write short sentences using common exception words. Focus: Ch to write a sentence/s about what they would have in their magical bucket.	Text: Sharing a shell Key learning: Write short sentences using capital letters, full stop and finger spaces. Focus: Ch to write about what their shell would look like using adjectives. Ch to also include who they would share it with.	Text: What the ladybird heard at the seaside Key learning: Write simple sentences using a capital letter and full stop. Focus: Ch to write about what they can see in the seaside picture using adjectives and conjunctions.	Text: The lighthouse keeper's lunch Key learning: Spell words by identifying the sounds and then writing the sound with the letter/s. Focus: Ch to write about what they would like in their lunch box i.e 'I would like... because....'	Text: Look what I found at the seaside. Key learning: Write short sentences using common exception words. Focus: Ch to make mini fact-files about sea creatures.	Text: Look what I found at the seaside. Key learning: Re-read what I have written to ensure that it makes sense. Focus: Ch write a recount about our trip to Minnis Bay, using key words/vocab from the book i.e what they saw or heard.	Text: Sully the seahorse Key learning: Write simple sentences using a capital letter and full stop. Focus: Ch to write a sentence to reflect on reception and another about what they are looking forward to in year 1.


EYFS Half-Termly Overview - Summer 2

<p style="text-align: center;">English-Phonics</p> 	<p>Reading Skill: To re-read books to build up confidence in word reading and fluency.</p>	<p>Reading Skill: To re-read books to build up confidence in word reading and fluency.</p>	<p>Reading Skill: To re-read books to build up confidence in word reading and fluency.</p>	<p>Reading Skill: To re-read books to build up confidence in word reading and fluency.</p>	<p>Reading Skill: To re-read books to build up confidence in word reading and fluency.</p>	<p>Reading Skill: To re-read books to build up confidence in word reading and fluency.</p>	<p>Reading Skill: To re-read books to build up confidence in word reading and fluency.</p>
<p style="text-align: center;">Mathematics</p> 	<p>Maths unit: Measure</p> <p>Key Learning: I can describe and compare the capacity objects and use the correct vocabulary.</p> <p>Task: Children have to go practically outside in the water tray finding full, half full, empty etc. Stick pictures into their books and match the words.</p> <p>Challenge: Children use the correct vocabulary to talk about the difference between</p>	<p>Maths unit: Measure</p> <p>Key Learning: I can describe and compare the length and weight of objects and use the correct vocabulary.</p> <p>Task: Children to measure and weigh different classroom items using non-standard units.</p> <p>Challenge: Children identify which items are heavier/ lighter and taller/ shorter and</p>	<p>Maths unit: Exploration of patterns within number</p> <p>Key Learning: I can recognise and extend a pattern.</p> <p>Task: Ch to take part in various activities exploring different number patterns.</p> <p>Challenge: Children to explore different activities and use the correct vocabulary to</p>	<p>Maths unit: Consolidation week: addition / number bonds</p> <p>Key Learning: I can explore different ways of making ten.</p> <p>Task: Children to make number bonds to 10 and write the equation in their books.</p> <p>Challenge: Children to use maths sentence stems and key vocabulary to</p>	<p>Maths unit: Consolidation week: subtraction / number bonds</p> <p>Key Learning: I can explore different ways of making ten.</p> <p>Task: Children to make number bonds to 10 and write the equation in their books.</p> <p>Challenge: Children to use maths sentence stems and key vocabulary to explain how they got</p>	<p>Maths unit: Consolidation week: Number formation and recognising numbers out of sequence</p> <p>Key Learning: I can recognise and form numbers to 20</p> <p>Task: Children to find numbers out of sequence and for numbers 1-20</p> <p>Challenge: Children to explain 1 more and 1 less than the number chosen.</p>	<p>Maths unit: Consolidation Week: Part whole model and tens frame.</p> <p>Key Learning: I can describe equation i have chosen using the correct vocabulary.</p> <p>Task: Children to choose a tens frame and a part whole model and show the equation given.</p> <p>Challenge: Children to explain using maths sentences and key vocabulary.</p>

EYFS Half-Termly Overview - Summer 2

	<p>each container.</p> <p>Support: Children have a go practically with support using the containers and water tray outside. Children work with an adult for support.</p>	<p>use the correct vocabulary to compare different items.</p> <p>Support: Children work in a smaller group supported by an adult to do it as a group.</p>	<p>explain how they got to their answer.</p> <p>.</p> <p>Support: Children to work in a group supported by an adult to use key vocabulary.</p>	<p>explain how they got to their answer.</p> <p>Support: Children to use manipulatives to complete their number bonds.</p>	<p>to their answer.</p> <p>Support: Children to use manipulatives to complete their number bonds.</p>	<p>Support: Children to work in a group supported by an adult to use key vocabulary.</p>	<p>Support: Children to work in a group supported by an adult to use key vocabulary.</p>
<p>Understanding the World</p> 	<p>Key learning: To talk about what they see using a wide vocabulary.</p> <p>Focus: Show children images of different beaches around the world. Children should discuss the similarities and differences.</p>	<p>Key learning: Talk about different materials and the changes they notice.</p> <p>Focus: Children to design a tent to take to the beach. What materials would be best?</p>	<p>Key learning: Draw information from a map.</p> <p>Focus: Children to draw a map of the beach and give directions.</p>	<p>Key learning: Describe what they see, hear and feel whilst outside.</p> <p>Focus: Children to watch a video from the lighthouse balcony and talk about what they can hear. Can they hear the same sounds on the field outside?</p>	<p>Key learning: Recognise some environments that are different from the one in which they live.</p> <p>Focus: Children to talk about what they observed and would find at the seaside.</p>	<p>Key learning: Understand that some places are special to members of their community.</p> <p>Focus: Children to talk about what places are special to them and explain why it means so much.</p>	<p>Key learning: Describe what they can hear, see and feel while outside.</p> <p>Focus: Children to reflect on the beach trip and what they could hear, see and feel. Discuss as a group and CT note any key points.</p>

EYFS Half-Termly Overview - Summer 2

<p>Expressive Arts and Design</p> 	<p>Focus: Painting and Mixed media</p> <p>Key Learning: To explore paint through finger painting. To describe the texture and colours as they paint.</p>	<p>Focus: Painting and Mixed media</p> <p>Key Learning: To talk about their work and decide whether it is abstract or figurative.</p>	<p>Focus: Painting and Mixed media</p> <p>Key Learning: To create natural paintbrushes using found objects.</p>	<p>Focus: Painting and Mixed media</p> <p>Key Learning: Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>	<p>Focus: Painting and Mixed media</p> <p>Key Learning: To respond to music through the medium of paint.</p>	<p>Focus: Painting and Mixed media</p> <p>Key Learning: To use loose parts to create a piece of transient art.</p>	<p>Focus: Painting and Mixed media</p> <p>Key Learning: To create seascape collages</p>
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