




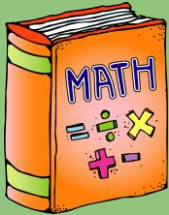




Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Communication and Language</b> 	<p><b>Key learning:</b> Use talk to organise themselves and their play (3-4)</p> <p><b>Focus:</b> Adults engage ch in the role play corner using specific vocabulary from key texts.</p>	<p><b>Key learning:</b> Learn new vocabulary (R)</p> <p><b>Focus:</b> Ch to use new vocabulary learnt from key texts in the environment to support them in their learning.</p>	<p><b>Key learning:</b> Connect one idea or action to another using a range of connectives (R)</p> <p><b>Focus:</b> Ch use 'and' to extend their sentences both verbally and written.</p>	<p><b>Key learning:</b> Use longer sentences of four to six words to be able to express a point of view (3-4)</p> <p><b>Focus:</b> During carpet sessions and inputs, encourage ch to speak in longer sentences when talking about their ideas.</p>	<p><b>Key learning:</b> Listen to and talk about a selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (R)</p> <p><b>Focus:</b> Ch to engage in non-fiction key texts and develop their understanding of how things work relating to growing.</p>	<p><b>Key learning:</b> Learn new vocabulary (R)</p> <p><b>Focus:</b> Ch to use new vocabulary learnt from key texts in the environment to support them in their learning.</p>
<b>Personal, Social And Emotional Development</b> 	<p><b>Focus:</b> Read the story 'Rosie Revere, Engineer' and discuss the things that Rosie finds tricky and how she overcame it. Children think about things that they find tricky and how they will overcome that. Children to discuss their dreams/aspirations using full sentences.</p>	<p><b>Focus:</b> Children sit in a circle and 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'. In a circle, ask the children to share something that they would like to achieve by the end of the school year (and have an activity in the</p>	<p><b>Focus:</b> Discuss why we need to eat healthy foods and ask the children to name some healthy foods. Discuss the different food groups and explain how the different food groups are important for our bodies- we need to eat a balanced diet. As a class, create a healthy meal for Gerald Giraffe. Children can create their own healthy meals in the provision.</p>	<p><b>Focus:</b> Ask the children if they know what our mind is? Discuss mental health and the importance of keeping our minds healthy as well as our bodies. Show the children The Wellbeing Wheel and discuss. What can we do if we are feeling a bit sad? What do you like to do to make yourself feel good?</p>	<p><b>Focus:</b> Recap what we can do to keep our bodies and mind healthy. What have we discussed over the last couple of weeks? Explain that we have been sat down for a while, so to keep our bodies and minds healthy we should do some exercise. What exercise could we do together? Together do star jumps, hopping etc and discuss the importance. What exercise do you enjoy</p>	<p><b>Focus:</b> Ask the children what are some important things that we have to do before we go to bed? Who will help you? Can you do some of these things by yourself? CT takes an item out of the feely bag one at a time and models using it, children should copy. Have a discussion about the importance of each part of the routine. In</p>

		provision linked to this).			doing? In the provision outside, have some movement cards that the children can access during provision.	the provision have a tuff tray set up with all of the items needed for a good bedtime routine. Children practise by getting the teddies ready for bed.
<p><b>Physical Development</b></p> 	<p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> Pupils will explore what happens when they kick a ball using different parts of their feet.</p>	<p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p>	<p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> The focus of learning is to develop dribbling using our feet to move with a ball.</p>	<p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> The focus of learning is to teach pupils to understand where to dribble and why.</p>	<p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> The focus of learning is to continue to explore moving with a ball.</p>	<p><b>PE Unit:</b> Ball Skills</p> <p><b>Focus:</b> Pupils will learn how to collaborate and work together with their partner and in small groups.</p>
<p><b>Literacy</b></p> 	<p><b>Text:</b> The amazing Plant Life Cycle Story</p> <p><b>Key learning:</b> Read a few common exception words (R)</p> <p><b>Focus:</b> Pictures of a life cycle of a plant - Ch to read the sentence and write each stage under each picture.</p>	<p><b>Text:</b> Seed to sunflower</p> <p><b>Key learning:</b> Write simple phrases and sentences made up of words with known letter-sound correspondences (R)</p> <p><b>Focus:</b> Draw their own sunflower and write sentences to describe it.</p>	<p><b>Text:</b> A seed is sleepy</p> <p><b>Key learning:</b> Write short sentences with known letter-sound correspondences (R)</p> <p><b>Focus:</b> Ch to choose a seed and describe it.</p>	<p><b>Text:</b> Oliver's Vegetables</p> <p><b>Key learning:</b> Re-read what they have written to check that it makes sense (R)</p> <p><b>Focus:</b> Write a list of what they would grow in their garden. Challenge: write a sentence about their favourite vegetable.</p>	<p><b>Text:</b> From Egg to Chicken</p> <p><b>Key learning:</b> Spell words by identifying the sounds and then writing the sound with letter/s (R)</p> <p><b>Focus:</b> Fact file about chickens. (ch to learn chicken facts in carpet session earlier in the week).</p>	<p><b>Text:</b> Caterpillar to Butterfly</p> <p><b>Key learning:</b> Write short sentences with known letter-sound correspondences (R)</p> <p><b>Focus:</b> Life cycle of a caterpillar. (ch to learn facts in carpet session earlier in the week).</p>

## EYFS Half-Termly Overview - Summer 1

<p><b>English- Phonics</b></p> 	<p><b>Reading Skill:</b></p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p><b>Reading Skill:</b></p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p><b>Reading Skill:</b></p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p><b>Reading Skill:</b></p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p><b>Reading Skill:</b></p> <p>To be able to read simple sentences fluently including common exception words.</p>	<p><b>Reading Skill:</b></p> <p>To be able to read simple sentences fluently including common exception words.</p>
<p><b>Mathematics</b></p> 	<p><b>Maths unit:</b> Securing, addition and subtraction facts</p> <p><b>Key Learning:</b> I can compare two sets of objects using 'more' and 'fewer'.</p>	<p><b>Maths unit:</b> Number patterns within 20</p> <p><b>Key Learning:</b> I can understand the conservation of numbers within 20.</p>	<p><b>Maths unit:</b> Number patterns within 20</p> <p><b>Key Learning:</b> I can investigate number combinations within 20.</p>	<p><b>Maths unit:</b> Number patterns beyond 20</p> <p><b>Key Learning:</b> I can estimate quantities beyond 20 and check by counting.</p>	<p><b>Maths unit:</b> Money</p> <p><b>Key Learning:</b> I can recognise the value of one penny and to recognise the value of coins.</p>	<p><b>Consolidation Week</b></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><b>Understanding the World</b></p> 	<p><b>Key learning:</b> I can discuss what I already know about growing.</p> <p><b>Focus:</b> Introduce plants - what do you already know? Use a mind map to gather ideas. Show the children the</p>	<p><b>Key learning:</b> I can discuss what I can see in my environment</p> <p><b>Focus:</b> Plant and animal detectives. Remind children of our topic for this half term. Today we are going to walk</p>	<p><b>Key learning:</b> I can use different materials to test absorbency.</p> <p><b>Focus:</b> Sniffly sneezes. Children have various materials to test to see what would make a good tissue. Children</p>	<p><b>Key learning:</b> I can explore colours in the natural environment.</p> <p><b>Focus:</b> Rainbow colour collectors. Children have a strip of paper and explore the outside environment to</p>	<p><b>Key learning:</b> I can find out what makes a shadow and explore light and dark.</p> <p><b>Focus:</b> Sneaky Shadows. Provide children with torches in the provision to explore light and dark. Children go outside to</p>	<p><b>Key learning:</b> I can explore different materials.</p> <p><b>Focus:</b> Brilliant Bubbles. Provide children with trays and various materials that they could use to try to</p>

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	<p>explorify sunflower picture (zoom in zoom out) and discuss, drawing out key vocabulary.</p>	<p>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>use pipettes to place water on the materials to look at what absorbs the water better.</p>	<p>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>look for shadows and talk about what they can see.</p>	<p>make bubbles, i.e. straws, pipe cleaners, mobilo, numicon, hula hoop. Children experiment with the materials to see if they can make different sized bubbles, how long they can keep the bubble going before it bursts etc. Children continue this in the provision for the rest of the week.</p>
<p><b>Expressive Arts and Design</b></p> 	<p><b>Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To create a design for a tissue paper flower.</p>	<p><b>Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To create a design for a tissue paper flower.</p>	<p><b>Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To refine ideas and develop their ability to represent them</p>	<p><b>Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To refine ideas and develop their ability to represent them.</p>	<p><b>Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>