




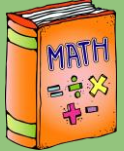


Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication and Language 	<p>Key learning: Develop social phrases.</p> <p>Focus: During circle time give the children some scenarios and ask what they would do/say in that situation i.e. someone knocking down their tower.</p>	<p>Key learning: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


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

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<p>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>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: Children 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 / 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</p>	<p>Maths unit: Consolidation week: 2D/ 3D shape</p> <p>Key Learning: I can identify and describe 2D and 3D shapes.</p> <p>Task: Children to make a 3D model and describe what shapes they have used.</p> <p>Challenge: Children to talk about the properties of each shape using maths sentence stems.</p>	<p>Maths unit: Consolidation week: measure</p> <p>Key Learning: I can describe the weight of objects using the correct vocabulary.</p> <p>Task: Children to choose different objects, weigh them and talk about what they observe.</p> <p>Challenge: Children to explain what they observe using maths sentences and key</p>	<p>Consolidation Measure</p> <p>Key Learning: I can describe the length of objects using the correct vocabulary.</p> <p>Task: Children to choose different objects, put them in the correct order of length and talk about what they observe.</p> <p>Challenge: Children to explain what they observe using maths sentences and key</p>


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	<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>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>vocabulary.</p> <p>Support: Children to work in a group supported by an adult to use key vocabulary.</p>	<p>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: Recognise similarities and differences between life in this country and life in different countries.</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: Comment on images of familiar situations in the past</p> <p>Focus: Children to sort pictures of holidays at the seaside from the past and present. Discuss the similarities and differences.</p>	<p>Key learning: Explore and talk about different forces they can feel.</p> <p>Focus: Children to work in groups to explore different forces such as push and pull.</p>	<p>Key learning: Compare and contrast characters from stories including figures from the past.</p> <p>Focus: Children to look at different sea transport and where they would find it. Chn to also look at the people who designed and built them and compare them from past and present.</p>	<p>Key learning: Understand that some places are special to members of their community.</p> <p>Focus: Chn 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>



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