

Land or Sea, take an adventure with me….

**Physical Development**

**Gross motor skills-** Races/team games, involving gross motor movements, dance related activities, gymnastic movements/balance activities provided, fundamental movement encouraged through skipping, running, jumping, crawling and bouncing!

**Fine motor skills-** Continue to work on/finalise strong pencil grip and fluid formation of letters, lots of fine motor tasks eg: rubbings, begin to draw diagonal lines (such as triangles), draw pictures that are recognisable, build and construction with smaller pieces of equipment!

**Understanding the World**

**People, Culture and Communities-**What is special about our world? We will talk about what we think is special about the world we live in and learn about how different faiths believe the world was created (through various stories).

**Past and Present**- We will learn about James Cook and his amazing adventures!

**The Natural World**- We will foster curiosity by comparing the things that we can see, feel, smell and hear in different locations (farm/beach/school/home etc). The children will learn about Summer (weather/ changes that occur/plants/animals etc).

**A Caring Community**

**We will recap all British values:**

\*Mutual respect

\*Mutual tolerance

\*Rule of law

\*Individual liberty

\*Democracy

**Locality & Environment**

We will contrast environments, looking at beaches locally and in the wider world and draw information from simple maps.

We will visit Scarborough beach and talk about what we can see, hear, touch and smell whist there!

**Music**

Children will continue to learn musical concepts and skills. They will have opportunities to sing songs as a group and on their own (during a call and response song and complete verses).

**Mathematics**

**Number-**

Patterns in odd/even numbers

Patterns in doubles

Equal distribution

**Non-Number-**

Pattern/ maps

**Personal, Social and Emotional Development**

**Changing me!**

\*I can name parts of the body

\*I can talk about things that I can do/ foods that I can eat to be healthy

\*I know that we all grow from babies to adults

\*I can say how I feel about moving to Year 1

\*I can talk about my worries and/or the things that I am looking forward to in year 1

\*I can share my memories of EYFS

**Literacy**- Reading books sent home (phonetically decodable at the child’s level)

**Reading/Phonics-**Phase 4- Long vowel sounds CVCC CCVC words, Long vowel sounds CCVCC CCCVC CCV CCVCC words, Words ending –s (s), -s (z), -es and longer words, Root words ending in –ing, -ed (t), ed (id), ed (ed) and –ed (d), Root words ending in –er, -est and longer words

**Tricky words:** Review all tricky words learned this year

**Vocabulary taught- Phoneme** (smallest unit of sound) **grapheme** (a sound written down) **digraph** (two letters, one sound) trigraph (3 letters, one sound) **compound word** (two words that go together to create a new meaning eg: carpark)

**Writing skills-**Consolidation of all writing skills to build fluent, confident writers

**Wheatcroft Community Primary School EYFS Summer 2**

**Curriculum enhancements/ special events**: Father’s Day, World Environment Day, Summer fair, Sports Day, Transition to year 1,

trips (Playdale Farm/beach), Summer reports!



**Communication and Language**

**Helicopter Story:The 3 Billy Goats Gruff**

**Other stories:** Spinderella, The red book, Flotsam, This is not my hat, Oh, the places you’ll go, Mrs Pepperpot, The Gruffalo, Harold and the purple crayon, If you take a pencil, Hansel and Gretel, Daddy Lion’s tea party, My Grandpa

**Helicopter poems:** A little shell, Little fox, 5 little owls, If I were so very small, under a stone

**Non- fiction:** The seaside

**Time to share-** We will continue to model speaking in full sentences, we will continue to problem solve together and consolidate all aspects ofcommunication/language.

**Expressive Arts and Design**

\* Mixed media work

\*Drawing clearly

\*Mixed collage

\*Watercolours (Salvador Dali)

Printing with card

\*Rubbings taken with crayon/chalk

\*Beach sculpture/art