A Royal affair!

**Physical Development**

**Gross motor skills-** Obstacle activities (moving under, over, through and round), variety of fitness challenges (encouraging children to get out of breath each day), continue to provide opportunities for children to spin, rock, tilt, fall, slide, roll and bounce, dance/move to music (with increasingly graceful movements).

**Fine motor skills-**Solidify strong pencil grip and fluid formation of letters, use one hand consistently for fine motor tasks, cut along straight lines and start to cut along curved lines, draw a range of different shapes confidently.

**Understanding the World**

**People, Culture and Communities-**Where do we belong? We will be learning all about the groups that we each belong to and will be learning about how different religions ‘belong’. We will learn about our Royal family and compare that to other countries- Does every country have a royal family? What do they have instead?

**Past and Present**- Look at a simple family tree of our royal family and compare that to our own families. We will learn about Scarborough castle- how has it changed over the years?

**The Natural World**- Continue- Spring! What changes can we see as Spring arrives? We will continue to grow and nurture our own fruit and vegetables and will note the changes as they grow.

**A Caring Community**

**Democracy-** We all have the right to be listened to. We respect everyone and we value their ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.

**Locality & Environment**

We will be learning how to take care of the environment around us. We will continue to take good care of our classroom and school grounds and will also look at how we can look after our wider environment (parks, town, beach) etc!

**Music**

We will learn new musical concepts and skills. We will recognise opposites (faster/slower, louder/quieter and higher/lower) and change sounds accordingly. Children will be shown how to set changes of tempo by controlling the speed of the pulse.

**Mathematics**

**Number-**

Composition of 6-9/ comparison of numbers to 10

**Non-Number-**

Measures

**Personal, Social and Emotional Development**

**Relationships**

\*I can identify some of the jobs I do in my family and how I feel I belong

\*I know how to make friends

\*I can think of ways to solve problems and stay friends

\*I am starting to understand the impact of unkind words

\*I can use ‘Calm me’ time to manage my feelings

\*I know how to be a good friend

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

**Reading/Phonics-**Phase 4- Short vowels CVCC/CCVC, Short vowels CCVCC, CCCVC, CCCVCC and longer words, Longer words and compound words, Root words ending in: -ing, -ed, -ed(t), -ed(id), -est

**Tricky words:** said, so , have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today **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-** Writing for a purpose, increased writing independence, sounding/writing longer words, bank of tricky words increasing, know what a good sentence needs and can write a simple sentence.

**Wheatcroft Community Primary School EYFS Summer 1**

**Curriculum enhancements/ special events**: Ramadan/Eid, Trip to Shuttleworth gardens (to meet the royal fairies and enjoy a royal picnic!)



**Communication and Language**

**Helicopter Story:**The King’s new clothes

**Other stories:**The Princess and the pea, Princess smarty pants, The queen’s hat, Cinderella

**Helicopter poems:** Dance, I have a little frog, 5 little peas, Sliced bread, Monkey babies, Thunderstorm

**Non- fiction:** Kings, Queens and castles

**What happened?-** Lots of opportunities to solves problems together. Introduce and model problem solving words and phrases to aid explanation- “So that….”, “because….”, “I think it….”, “You could….”, “It might be….” etc

**Expressive Arts and Design**

\*Ink art

\*Collage using fabrics

\*Wax resist

\*Small object collections

\*Create a Ramadan lantern

\*Design and make a crown

\*Baking scones for our ‘Royal’ picnic

\*Pencil drawings