

<u>EYFS</u>	<u>Term: 3 Summer 2</u>	<u>Enquiry question: What is growing all around us?</u>		
	Essential knowledge:	Essential vocabulary	Reception	ELG
<u>Personal, Social and Emotional Development</u>	<p><u>Building relationships</u></p> <p>To know what good listening looks like (looking at the person speaking) and how to listen to others.</p> <p>To know how to play cooperatively and share with others.</p> <p>To know how to be sensitive and understand the need to be sensitive to their own and other's needs.</p> <p>To know a range of feelings.</p> <p>To understand that everyone is different and that people might think or feel different to them.</p>	<p>Rules</p> <p>I am good at...</p> <p>Please can I have...</p> <p>I like doing ...</p> <p>Sharing</p> <p>Same/different</p>	<p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>
	<p><u>Self-Regulation</u></p> <p>To know what is kind and considerate behaviour.</p> <p>To know a range of their feelings and how to express this.</p> <p>To know strategies to support themselves in the face of frustration.</p> <p>To understand how to treat other children with respect.</p>	<p>Kind</p> <p>Considerate</p> <p>Feelings</p> <p>Take turns</p> <p>Challenges</p> <p>Let's share</p> <p>Can I have ago</p> <p>Please?</p> <p>Thank you</p> <p>Can it be my turn next please?</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

	To know how to deal with challenges.	Can you help me please? Taking turns Sharing Playing together		
	<p style="text-align: center;"><u>Managing Self</u></p> <p>To know how to work and play cooperatively and take turns with others.</p> <p>To know how to manage their own needs and wants.</p> <p>To know what goals/targets are and to work towards these.</p> <p>To know that they may need to wait for what they want.</p> <p>To know that to give focused attention to what the teacher says, they need to listen carefully.</p> <p>To know how to follow instructions involving several ideas or actions.</p> <p>To know the meaning of independently, resilience and perseverance and how they can show these skills.</p>	<p>I need to use...</p> <p>I agree/disagree</p> <p>I can try.....</p> <p>Goals/Target</p> <p>Good sitting, looking, listening, lining up</p> <p>Have a go</p> <p>Independently</p> <p>Instructions</p> <p>Resilience</p> <p>Perseverance</p>	<p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>

Communication and Language	<p style="text-align: center;"><u>Listening, Attention and Understanding</u></p> <p>To know how to respond to what they hear with relevant questions, comments and actions when</p>	Listen	Understand how to listen carefully and why listening is important.	Make comments about what they have heard and ask questions to
-----------------------------------	--	--------	--	---

	<p>being read to and during whole class discussions and small group interactions.</p>	<p>Question-who, what, where, why, when, how First, then, next, after that Plot Characters Problem Illustrations Fiction Non-fiction Own experiences Attention Answers I think... I agree/disagree because...</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>clarify their understanding.</p>
	<p style="text-align: center;"><u>Speaking</u></p> <p>To know how to ask questions to clarify their understanding.</p> <p>To know how to express their ideas and feelings about their experiences using full sentences.</p> <p>To know the correct use of past, present and future tenses.</p> <p>To know how to use of conjunctions to extend their sentences.</p>	<p>Vocabulary Illustrations Fiction Non-fiction Describe Explain Problem Conjunctions such as because, and, but Retell Repeat Order</p>	<p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

		<p>So that I think You could It might be</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	
--	--	--	---	--

<p><u>Physical Development</u></p>	<p><u>Gross Motor Skills</u></p> <p>To know how to negotiate space, safely with consideration for others and themselves.</p> <p>To know how to balance and be co-ordinated.</p> <p>To be able to demonstrate strength.</p> <p>To know how to combine different movements with ease and fluency.</p>	<p>Strength Coordination balance Heart Beat Breath Carefully Sensibly Safely Dance Gymnastics Combine Speed Direction Movement Balance Under/over Direction Movement Apparatus Throwing Catching Kicking Passing Battling aiming</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>Demonstrate strength, balance and co-ordination when playing.</p>
---	--	--	--	--

			Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
	<p style="text-align: center;"><u>Fine Motor Skills</u></p> <p>To know how to form letters correctly.</p> <p>To know how to use a range of tools competently, safely, and confidently.</p> <p>To hold a pencil, scissors and other pieces of hand held equipment correctly.</p> <p>To know how to use a knife and fork correctly.</p> <p>To know how to show accuracy and care when drawing.</p> <p>To know what foods are healthy and unhealthy.</p> <p>To know the importance of brushing our teeth.</p> <p>To know the importance of sleep.</p> <p>To know the importance of exercise.</p>	<p>Letter formation</p> <p>Safely writing</p> <p>cutting</p> <p>Straight</p> <p>Curved</p> <p>Tall, short, letters</p> <p>Exercise</p> <p>Healthy</p> <p>Unhealthy</p> <p>Tooth decay</p> <p>pedestrian</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good</p>	<p>Begin to show accuracy and care when drawing.</p>

			sleep routine - tooth brushing - being a safe pedestrian	
<u>Literacy</u>	<p align="center"><u>Comprehension</u></p> <p>To know how to build up fluency in word reading.</p> <p>To understand what has been read to them.</p> <p>To understand key vocabulary used within a text.</p> <p>To be able to answer simple questions about the books we are reading and well know stories.</p> <p>To begin to know how to use a contents or index page</p> <p>To know how to order parts of simple stories</p>	<p>Words Print Re read Fluently Understanding Reading Retelling Narratives Role play Title, author, illustrator and blurb</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
	<p align="center"><u>Word Reading</u></p> <p>To know how to blend sounds into words.</p> <p>To know the phase 2 and some phase 3 words using their phonic knowledge.</p> <p>To know by sight phase 2 and 3 common exception words.</p>	<p>Fiction Non-fiction books Author Illustrator Blurb Front cover Sentence Start, end Blend Sounds Letters Tricky words Digraph Phonemes</p>	<p>Blend sounds into words, so that they can read short words made up of known letter sound-correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

		phrases Trigraphs Phonics Common exception words High frequency words	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	
	<p style="text-align: center;"><u>Writing</u></p> <p>To know how to use phonic knowledge to spell words and simple sentences. To know how to segment words to support them with writing them. To know how to spell some common exception words. To know where to include a capital letter and full stop in sentences. To know how to form my letters correctly so I and others can read them. To know to re-read what they have written to check that it makes sense.</p>	Phonemes Digraphs Trigraphs Phonics Common exception words Tricky words Finger spaces, capital letters and full stops Caption and sentence Letter formations	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Write simple phrases and sentences that can be read by others.
<p style="text-align: center;"><u>Mathematics</u></p>	<p style="text-align: center;"><u>Number</u></p> <p>To know the composition of numbers up to 10.</p>	Addition Subtraction Altogether		Automatically recall (without reference to

	<p>To know how to add and subtract.</p> <p>To know number bonds to 5.</p> <p>To know some number bonds up to 10.</p> <p>To know how to double a number.</p> <p>To know how to half a number.</p>	<p>Number bonds How many left? Part,part, whole Double add, subtract, minus, altogether, how many left, equals double, half, share, group Number bonds</p>	<p>Automatically recall number bonds for numbers 0–10.</p>	<p>rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
	<p style="text-align: center;"><u>Numerical Patterns</u></p> <p>To know what more and less means.</p> <p>To know 1 more and 1 less up to 10.</p> <p>To recognise and name 2D and 3D shapes and their properties.</p> <p>To understand the terms length, weight and capacity.</p> <p>To know the language to be able to compare length, weight and capacity.</p> <p>To understand what an odd and even number is.</p> <p>To know how to double a number.</p>	<p>Count, order 1 more, 1 less. The same as Equal to Shapes - Circle, triangle, square, rectangle, cuboids, cubes, sides, corners, flat, straight, curved, round, big, small Greater than/less than Even number Odd number Compare Weight</p>	<p>Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

	To know how to share equally a given amount of objects.	Length Capacity Double Share equally Quantity	that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.	
<u>Understanding the World</u>	<u>Past and Present</u> To know what a vicar is and their role. To know what a baptism is. To be able to comment on images of familiar situations in the past and present.	St Augustine's Church Vicar (role of a vicar) Wedding Christening baptism Similarities and differences People Past and present Describe	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about the lives of the people around them and their roles in society.
	<u>People, Culture and Communities</u> To know what their own environment looks like and what is in it. To know some of the places and the people who are in their local environment. To know what the similarities and differences are between the environment they are in now in summer and the environment in winter.	Environment Family Community Same Different Compare Observe Environments Non fiction	Talk about members of their immediate family and community. Understand that some places are special to members of their community.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To know the difference between a fiction and non-fiction book.</p> <p>To know that some places are special to members of their community.</p> <p>To Talk about the lives of the people around them and their roles in society.</p>		<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some environments that are different to the one in which they live.</p>	
	<p style="text-align: center;"><u>The Natural world</u></p> <p>To know the different seasons, what these look like and what changes occur.</p> <p>To know the names of the senses and how to use all of them to explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To know the basic stages of life cycles of humans, plants and animals.</p> <p>To know the names of some plants.</p> <p>To know the names of some baby animals.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Life cycles Plant names Seasons-spring, summer, winter, autumn Weather Parts of a plant-leaf, stem, root, stalk, petal, seed Mini beasts names Habitat Human, toddler, adult Butterfly, chrysalis, caterpillar, egg Frog spawn, tadpole, frog</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>

		Lamb, chick, kitten, puppies, calf, foal, piglet Feather Hatch		
--	--	--	--	--

<u>Expressive Arts and Design</u>	<u>Creating with materials</u>	Materials Textures Colour mixing Role play Props Characters Explain Resources	Create collaboratively sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.
	<u>Being imaginative and Expressive</u>	Role play Dance Growing Movement Perform	Listen attentively, move to and talk about music, expressing their	Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs,

	<p>To know key words such as beat, pitch, rhythm, pulse and melody and how to respond to these.</p> <p>To know stories that they can act out and can use or make prop to support this.</p> <p>To know the language to use to be able to talk about dance and performance art, expressing their feelings and responses.</p>	<p>Audience Beat of the music Pulse Rhythm Pitch Melody Feelings</p>	<p>feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
--	--	--	--	--

<u>Linked texts</u>	<u>Explicit SMSC</u>
<p>Life cycles – Frog/butterfly Plants- growing. Planting, Gardening books Growing up – generations -christening Insects rabbits Jack and the Beanstalk The Enormous Turnip The Very Hungry Caterpillar The Huge Bag of Worries- Virginia Ironside</p>	<p style="text-align: center;">Changing Me Can express how they feel when change happens Understand the changes that they see in themselves and others Know who to ask for if they are worried about change Are looking forward to change</p>

--	--