



EYFS

Summer 1: *People Who Help Us!*
Spring 2: Growing



Our Curriculum encourages children to:

Develop a lifelong love for reading

Be Resilient

Communicate effectively

About this unit:

This topic will allow children to develop an understanding about the world we live in. Children will develop learning across all 7 areas of the curriculum. Children will approach learning using 3 key elements during their play; engagement, motivation and thinking. These elements are known as the characteristics of effective learning. Children will have opportunities to take part in new activities to promote curiosity and allow children to express and use their own ideas. Children will become confident, independent learners as they begin to extend their own play, interests and learning. During the last term, children will take on new risks to develop resilience and display a 'can do' attitude towards learning. Children will lead the way in their own learning and take steps to become school ready.

Core Texts:

C&L Book- See book planning

Summer 1

- **Week 1&2-** Emergency!
- **Week 3&4-** A Superhero Like You
- **Week 5&6-** Sam Plants a Sunflower Seed

Summer 2

- **Week 1&2-** Titch
- **Week 3&4-** The Very Hungry Caterpillar
- **Week 5&6-** Jaspers Beanstalk
- **Week 7-** Starting School (C&L book)

Key Vocabulary:

Emergency, help, danger, injured, officer, occupation, hero, imaginative, grow, lifecycle, stage, tall, short, height, sprout, beanstalk, cocoon, spin, Caterpillar, change, butterfly, symmetrical, pattern, Monarch butterfly, painted lady, red admiral, observe, watch, magnifying glass, summer, season, change, weather, change, temperature, holiday, tadpole, frog, spawn, farm, choice, decide, decision, sports, Hola, Bonjour, Namamste, language, world, country, water, land, map, United Kingdom, England, seeds, bulbs, watering can, feed, wilt, wither, measure, sow, tools, equipment, race, story, text, print, information, writing, words, letters, write, sounds, hear, author, illustrator, beginning, middle, end, front cover, hot, temperature, protection, sun cream, shade, burn, hat, safe, flowers, plants, pots, trowel, spade, hydrate, cool, clear sky, camouflage, Sunflower, seed, sow, root, stem, leaves, petals, Summer, transition, FS2, journey, visit, classroom, friends

Spring 1- Mini topics/possible interests

Visit from emergency services
 Visit from Dentist
 Creating/planting for our summer garden
 Visits to the school quad
 Maths Stay & Play

Key Dates:

Sports day- TBC
 Summer Disco-TBC

Spring 2-Mini topics/possible interests

School visits
 Butterfly lifecycle
 Visit to the pond to observe the tadpoles
 Growing Beanstalks

School visits
 End of year sing- TBC

Personal, social and Emotional Development

- To become more outgoing with unfamiliar people (in a safe context)
- To independently select and use activities and resources
- To follow rules and understand why they are important
- To play with other children, extending and elaborating play ideas
- To develop their sense of responsibility and membership of a community
- To talk about their feelings using correct vocabulary
- To take turns and share fairly
- To begin to understand how others might be feeling
- To support a friend when they are upset
- To use talk with to solve conflicts
- To show more confidence in new social situations
- Develop appropriate ways of being assertive

FS1 Observation Checkpoint

First Term- Can the children settle to some activities for a while?

Half-way point- Does the child play alongside others or do they always play alone?

Do they take part in imaginative play?

Does the child need reminders of the rules?

Last Term- Can the child negotiate solutions to conflict in play?

Do the children seem worried, sad or angry a lot of the time?

Do any children still flit from one activity to another?

Do any children stay for over-long periods of time doing the same thing and become distressed if they are encouraged to do something different?

FS1 Key Skills

First Term - Can the children join in with tidy up time purposefully?

Half-way point - Can the children tidy up after each activity they complete?

Last Term - Can the children play with all toys and equipment correctly?

Communication & Language Development

- To listen to longer stories and remember much of what happens
- Sings a large repertoire of songs and rhymes
- To use talk to organize themselves and their play
- To understand a question or instruction that has 2 parts
- To start a conversation with an adult or friend and continue for many turns
- To use a wider range of vocabulary
- To understand why questions
- To express a point of view and debate using words and actions
- To say multisyllabic words

FS1 Observation Checkpoint

First Term- Can the children shift from one task to another if their attention is fully obtained?

Half-way point- Are the children using sentences of 4-6 words?

Are the children using future and past tense correctly?

Last Term- use sentences joined up with words like 'and' 'or' 'because'?

Can the children answer simple why questions?

FS1 Key Skills

Last Term- Can children sit on the carpet correctly?

Physical Development

- To start to eat independently and begin to use a knife and fork
- To continue to develop their movement, balancing, riding and ball skills
- To skip, hop, stand on one leg and hold a pose for a game
- To go up steps using alternate feet?
- To be increasingly independent in meeting their own care needs
- To match their developing physical skills to tasks and activities in the setting
- To start taking part in some group activities which they make up themselves or in teams
- To show a preference for a dominant hand
- To use a comfortable grip with good control when holding pens and pencils
- Take part in circle games using a variety of movements?
- To be increasingly independent at getting themselves dressed and undressed
- To make healthy choices and food drink and activity and tooth brushing
- To collaborate with others to manage large items
- To use one handed tools and equipment
- To choose their own resources to carry out their own plan
- To select correct resources to carry out their own plan

FS1 Observation Checkpoints

First Term- Do any children appear underweight, overweight or have poor dental hygiene?

Do children use large muscle movements?

Half way point- Are any children not reliably dry during the day?

Are children able to remember a sequence of movements which are related to rhythm and music?

FS1 Key Skills

First term- Can children sit on a chair, to a table correctly?

Half way point- Can the children put their coat on independently?

Last term- Can the children take off and put their jumpers on independently?

Literacy Development

- To talk about print in the environment
- To join in with familiar stories using words and actions
- To recognise their name
- To ascribe meanings to marks they make (words)
- To hold a book correctly, turning the pages and following the text with their finger
- To spot and suggest rhymes
- To use their knowledge of letters and print to develop their early writing skills
- To name the different parts of a book
(front cover, title, beginning, end, words, pictures)
- To engage in conversations about familiar stories and discuss new vocabulary
- To orally blend CVC words
- To say a sentence about a character/ picture/ object
- To hear and write the initial sounds of some familiar words
- To write some or all letters in their name

FS1 Key Skills

Last term- Do the children have the correct pencil grip?

Mathematical Development

- To sing number songs
- To recite numbers to 5
- To compare quantities using mathematical language "more than, less than"
- To understand and use positional language
- To talk about patterns around then using informal language
- To describe a familiar route
- To show 'finger numbers' to 5
- To count 5 objects accurately and match amounts to the correct numeral
- To name, describe and explore 2D shapes
- To extend and create a repeating pattern (ABAB)
- To talk about and identify patterns around them
- To select shapes for task appropriately
- To recite numbers to 10
- To subitise up to 3
- To solve practical mathematical problems with up to 5 objects
- To talk about, explore and use 3D shapes
- To make comparisons between height, length, weight, and capacity
- To notice and correct errors in patterns
- To describe a sequence of events in order using the correct vocabulary

Please see Mathematical LTP

Understanding of the World

- To begin to make sense of their own life story and family history
- To use all their senses in hands on exploration of natural materials
- To explore collections of materials with similar and different properties
- To talk about what they see, using a wide range of vocabulary
- To talk about the differences between materials and changes they notice
- To show an interest in different occupations
- To talk about an event from their past
- To begin to understand the need to respect and care for the environment and living things
- To plant seeds and care for growing plants
- To understand the key features of a life cycle of plants
- To continue to develop positive attitudes about the differences between people
- To talk about how they have changed from being a baby to now
- To understand the key features of a life cycle of animals
- To explore how things work
- To explore and talk about different forces they feel
- To know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- To continue to develop a positive attitude about the differences between people

FS1 Key Skills

First Term- Can the children describe how materials feel??

Half way point- Can the children name 4 main parts of a plant?

Last term- Can the children say what is land and what is water on a simple map?

Expressive Arts and Design

- To join different materials and explore different textures
- To explore different materials freely in order to develop their ideas about how to use them and what to make
- To begin to develop complex stories using small world equipment
- To take part in pretend play
- To show different emotions in their drawings and paintings
- To listen with increasing attention to sounds
- To develop their own ideas and then decide which materials to use to express them
- To take part in simple pretend play using an object to represent something else
- To draw with increasing complexity and detail
- To explore colour and colour mixing
- To play instruments with increasing control to express their feelings and ideas
- To sing entire familiar songs
- To make imaginative and complex small worlds with blocks and construction kits
- To develop their own ideas and decide what materials to use for purpose
- To create their own songs or improvise a song around one that they know
- To respond to what they have heard expressing their thoughts and feelings

FS1 Key Skills

First Term- can the children say what their favourite song or rhyme is?

Half way point- Can children follow the mixing routine?

Last Term- Can the children follow a plan to build something?

NB: The statement highlighted will be of particular focus for the term however we will cover all the statements throughout the year