

Enriching Lives Ever

Literacy

Form lower-case and capital letters correctly.
Spell words by identifying the sounds and then writing the sounds with letter/s.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.
Write recognisable letters, most of which are correctly formed.

Religious Education

Children will explore RE by learning about a range of different religious practices and ways of life.

- What am I like?
- How do we belong to other people?
- Who am I? Myself, in my family.
- Why do some people believe that they belong to God?
- Do we belong together?

Phonics

ELS Phonics - Review Phase 3 sounds and begin Phase 5.
Introduce harder to read and spell words; no, like, oh, was, children

Expressive Arts & Design

Explore and engage in music making and dance, performing solo or in groups.
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.

Maths

Patterns in odd and even numbers
Patterns in doubles
Equal Distribution
Pattern
Spatial reasoning - maps and plans
Decomposing shapes
Measures

Understanding the World

Children will learn what a habitat is, the difference between habitats and how we can look after habitats in our local environment. This will provide an opportunity to look at habitats around the world and compare hot and cold countries - why do certain animals only live here? Children will also explore seasonal changes - Summer.
We will look at how Father's Day is celebrated around the world as well as Teddy Bear's Picnic Day!

EYFS Summer 2

Habitats



'Enriching Lives' by connecting learning through learning about -



Visit: Attingham Farm Park
Teddy Bears Picnic Day
Reception Graduation Ceremony

Communication & Language

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
Make comments about what they have heard and ask questions to clarify their understanding.
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
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.

PSED

Keeping healthy; food and exercise, sun safety.

- What it means to be healthy and why it is important.
- How we take care of ourselves.
- Healthy and unhealthy foods.
- How to keep safe in the sun.

Physical Development

Indoor - Children will develop their basic gymnastics skills through the topic 'traditional tales'. Children explore creating shapes, balances, jumps and rolls on the floor and apparatus.
Outdoor - Children will practice and further develop fundamental movement skills through the topic of 'all around the world'. They will further develop these skills through playing a variety of games. Children will: learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules. or losing.