

# Sand and Water - Summer 2

(7 weeks)

PRIME AREAS			
Communication and Language	Personal, Social and Emotional	Physical Development	
<p>Children in Reception</p> <ul style="list-style-type: none"> <li>Learn new vocabulary and use new vocabulary throughout the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul> <p>Early Learning Goal</p> <p>Listen, Attention and Understanding</p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>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.</li> </ul>	<p>Children in Reception</p> <ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge</li> <li>Identify and moderate feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Know and talk about the different factors that support their overall health and wellbeing.</li> </ul> <p>Early learning Goal</p> <p>Self-regulation</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>Managing Self</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p>Building relationships</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p>Children in Reception</p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body strength, balance, coordination and agility.</li> <li>Further develop and refine a range of ball skills.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> <p>Early Learning Goal</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
SPECIFIC AREAS			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children in Reception</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter- sound correspondence.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up with known letter-sound correspondence and, when necessary a few exception words.</li> <li>Reread there books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>Form lower and upper case letters correctly.</li> <li>Spell words by identifying the sounds with letter/s</li> <li>Write a short sentence using a capital letter and full stop.</li> <li>Reread what they have written to check that it makes sense.</li> </ul> <p>Early Learning Goal</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> </ul>	<p>Children in Reception</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Subitise</li> <li>Link a symbol (numeral) with its cardinal number value</li> <li>Count beyond 10</li> <li>Compare numbers</li> <li>Understand one more/less relationship to consecutive numbers</li> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0-5 and some to 20.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just like numbers can.</li> <li>Compare length.</li> <li>Continue, copy and create repeating patterns.</li> </ul> <p>Early Learning Goal</p> <p>Number</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<p>Children in Reception</p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Recognise that people have different beliefs and celebrate different special times in different ways.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p>Early Learning Goal</p> <p>Past and Present</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People, Culture and Communities</p>	<p>Children in Reception</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build upon their previous learning, refining ideas and developing their ability to represent them.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in a group.</li> </ul> <p>Early Learning Goal</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being imaginative and Expressive</p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>

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<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<p>Numerical Patterns</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
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### EYFS Week by week overview

Week	Theme for the week	Prime Areas			Specific Areas			
		Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
–	Peter and the wolf – Pie Corbett	<p>PSHE - Heartsmart – 'No way through' isn't true! – Lesson 1- Boris in the Kitchen</p> <p>Rolling snack and a chat</p> <p>Role Play areas- Courtyard – Peter's Cottage</p> <p>Outside- The wolf's lair</p>	<p>Monday- Athletics and sports day practice</p> <p>Thursday – Athletics and sports day practice</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – 'No way through' isn't true! –Lesson 1- Boris in the Kitchen</p> <p>Rolling snack and a chat</p>	<p>Introduce children to the story 'Peter and the Wolf'</p> <p>Little Wandle – Summer 2 –Week 1 long vowel sounds CVCC CCVC</p> <p>Reading practice – 3 sessions per group</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system Accurately count items to 10 with one-to-one correspondence.</p> <p>Number formation Number rhymes and oral counting</p> <p>Number of the week – 20</p> <p>Mastering number – Week 26</p>	<p>Planting – Children will plant plants in the outdoor environment</p> <p>Welly Walk Wednesday (Tree Study)</p> <p>Computing- E-safety- Share computing charter and Thinkuknow Jessie &amp; Friends Ep 1_Watching Videos</p>	<p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- The wolf's lair</p> <p>Construction area – Junk modelling – Can you make Peter a new cottage?</p> <p>Music – (HMS) The Sea</p>

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2	<p>Billy's bucket</p>	<p>PSHE - Heartsmart – 'No way through' isn't true! – Lesson 2- I can challenge</p> <p>Rolling snack and a chat</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p>	<p>Monday- VS Dance Unit 4 Dance (6 sessions) Vocabulary space, move, copy, travel, feet, music</p> <p>Thursday – Real P.E. Unit 6 – Health and fitness Static balance – floor work Agility – ball chasing</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – 'No way through' isn't true! –Lesson 2- I can challenge</p> <p>Rolling snack and a chat</p>	<p>Little Wandle – Summer 2 –Week 2 long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Focus book – Billy's Bucket Start with having a bucket arrive in the classroom. What is it? Where has it come from? Read story and create a story map. Design their own bucket and write a description</p> <p>Reading practice – 3 sessions per group</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts)</p>	<p>Keeping safe at sea/ people who help us.</p> <p>Welly Walk Wednesday</p> <p>Computing/Art – 2 simple programme to draw their own bucket.</p>	<p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p> <p>Computing/Art – 2 simple programme to draw their own bucket.</p> <p>Art – Collage their own bucket.</p> <p>Music – (HMS) The Sea</p>
3	<p>Billy's Bucket</p>	<p>PSHE - Heartsmart – 'No way through' isn't true! – Lesson 3- Stuck!</p> <p>Rolling snack and a chat</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p>	<p>Monday- VS Dance Unit 4 Dance (6 sessions) Vocabulary space, move, copy, travel, feet, music</p> <p>Thursday – Real P.E. Unit 6 – Health and fitness Static balance – floor work Agility – ball chasing</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – 'No way through' isn't true! –Lesson 3- Stuck!</p> <p>Rolling snack and a chat</p>	<p>Little Wandle – Summer 2 –Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</p> <p>Focus book – Billy's Bucket Retell the story using the story map. Write about what they can see in their bucket. Changing the end of the story – who borrows Billy's Bucket? What for? What happens with the bucket?</p> <p>Reading practice – 3 sessions per group</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> <p>Number formation Number rhymes and oral counting</p>	<p>Beaches / coastlines around the world. How are they the same/ different?</p> <p>Welly Walk Wednesday</p> <p>Computing – 2 simple programme Draw what they can see in their buckets.</p>	<p>Art- New Media Give the children a range of pictures from the internet linked to their interests. They need to stick pictures of what they can see in their bucket.</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p> <p>Music – (HMS) The Sea</p>

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4	<p>Pirates</p>	<p>PSHE - Heartsmart – ‘No way through’ isn’t true! – Lesson 4-When I grow up...</p> <p>Rolling snack and a chat</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p>	<p>Monday- VS Dance Unit 4 Dance (6 sessions) Vocabulary space, move, copy, travel, feet, music</p> <p>Thursday – Real P.E. Unit 6 – Health and fitness Static balance – floor work Agility – ball chasing</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – ‘No way through’ isn’t true! –Lesson 4-When I grow up...</p> <p>Rolling snack and a chat</p>	<p>Little Wandle – Summer 2 –Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Reading a variety of pirate stories Making up our own pirates and writing descriptions of them</p> <p>Reading practice – 3 sessions per group</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other</p> <p>Number formation Number rhymes and oral counting</p>	<p>Trips to the beach, relate to children’s past experiences/ events in their own lives. What did you do at different ages? E.g. baby lay on blanket, toddler splash in water, age 5 swim? Make sandcastles? Show pictures and ask children to comment.</p> <p>Welly Walk Wednesday</p> <p>Computing - Take pictures of their friends on the I-Pads</p>	<p>Junk modelling.</p> <p>Art- New Media Take pictures of their friends on the I-Pads</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p> <p>Music – (HMS) The Sea</p>
5	<p>Pirates</p>	<p>PSHE - Heartsmart – ‘No way through’ isn’t true! – Lesson 5- Magnetic Maze</p> <p>Rolling snack and a chat</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p>	<p>Monday- VS Dance Unit 4 Dance (6 sessions) Vocabulary space, move, copy, travel, feet, music</p> <p>Thursday – Real P.E. Unit 6 – Health and fitness Static balance – floor work Agility – ball chasing</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – ‘No way through’ isn’t true! –Lesson 5- Magnetic Maze</p> <p>Rolling snack and a chat</p>	<p>Little Wandle – Summer 2 –Week 5 root word ending in: –er, –est longer words</p> <p>Together writing a pirate story on 2create a story Writing letters in a bottle (back home to mum)</p> <p>Reading practice – 3 sessions per group</p>	<p>Have a deep understanding of number to 10, including the composition of each number</p>	<p>Trips to the beach, relate to children’s past experiences/ events in their own lives. Talk about sea side traditions and their own memories/ family traditions. E.g. Punch and Judy show, deck chairs, sand castles, ice creams, collecting shells etc.</p> <p>Welly Walk Wednesday</p> <p>Computing - Turn their pictures into pirates</p>	<p>Art- New Media</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p> <p>Music – (HMS) The Sea</p>

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6	<p>Pirates</p>	<p>PSHE - Heartsmart – 'No way through' isn't true! – Lesson 6- Changing caterpillars</p> <p>Rolling snack and a chat</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p>	<p>Monday- VS Dance Unit 4 Dance (6 sessions) Vocabulary space, move, copy, travel, feet, music</p> <p>Thursday – VS Unit C Gymnastics (2 sessions)</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>PSHE - Heartsmart – 'No way through' isn't true! –Lesson 6- Changing caterpillars</p> <p>Rolling snack and a chat</p>	<p>Little Wandle – Summer 2 –Week 6 Review and Assessment</p> <p>Children to design a pirate map and then write instructions to find the treasure.</p> <p>Reading practice – 3 sessions per group</p>	<p>2D and 2D shapes – Can you teach the pirates about shapes?</p> <p>Can we make a shape picture?</p>	<p>Investigate Floating and sinking</p> <p>Welly Walk Wednesday</p> <p>Computing - Turn their pictures into pirates</p>	<p>Art- New Media</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p> <p>Music – (HMS) The Sea</p>
7	<p>R.E.</p>	<p>Rolling snack and a chat</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p>	<p>Monday- VS Dance Unit 4 Dance (6 sessions) Vocabulary space, move, copy, travel, feet, music</p> <p>Thursday – VS Unit C Gymnastics (2 sessions)</p> <p>PE trolley – balls and bats, skipping, streamers for large body movements.</p> <p>Bikes and scooters –</p> <p>Adventure Playground</p>	<p>Rolling snack and a chat</p>	<p>Little Wandle – Summer 2 –Week 7 Review and Assessment</p> <p>Children to talk about the word 'power' and learn about Hindu stories and Ganesh.</p> <p>Reading practice – 3 sessions per group</p>	<p>Problem solving using addition and subtraction opportunities using pirate problems</p>	<p>Investigate floating and sinking – what material would be god to use to make our own boats?</p>	<p>Art- Linked to R.E.</p> <p>Role Play areas- Courtyard – Hospital and Baby clinic</p> <p>Outside- Ice Cream shop and beach shop</p> <p>Music – (HMS) The Sea</p>