

## EYFS Unit Summer 1 & 2    Mrs Wilkinson & Mrs Blythe    Topic: All Around the World: what is it like in other countries?

### Physical Development:

Depending on their age and stage of development children will be learning to:

**Reception:** Change for PE independently and engage fully in PE lessons, continuing to develop skills. Engage in a wide range of physical play outdoors with skill and safety. Use mature tripod grip and form most letters recognisably.

**Nursery 3-4 year olds:** Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip consistently, and write some letters of their name independently, copying the others. Use scissors effectively to follow straight lines when cutting and cut out simple shapes.

**Rising 3s:** Engage in a range of physical activities outdoors with decreasing adult support. Use a variety of tools for mark making with digital grip. Roll playdough into balls and make snakes. Use loop scissors to snip along a line. Put own coat on with support to fasten it.

### Personal, Social and Emotional Development:

**All:** Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (See Curricular Goals). (+ continue **1decision EY programme**). Develop age appropriate independence skills at lunchtime, snack time, in the bathroom and seek help when needed.



### General Information: Please remember to:

- ★ Make sure your child brings a named book bag (**Reception**) or other suitable bag (**Nursery**) daily for transporting spare clothes, letters etc.
- ★ Label all your child's clothes, bags etc- initials with a marker pen is fine!
- ★ Please bring your child through the side gate and line up with them outside Class 1 door ready for 8:50 am start. Pick them up at 3:05 pm. All drop-offs and pick-ups are from the Class 1 door.
- ★ Please send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ The children have PE usually on Monday afternoons. Please make sure Reception children always have a named PE kit in school. Nursery children will not be required to change for PE but it would be very helpful if they had a spare set of comfortable clothes in school at all times.
- ★ **Please send your child in with sun cream and a hat when it looks like it will be sunny and a raincoat every day!**
- ★ Please talk to us about anything you that is worrying you or that you would like to know more about.

### Communication & Language:






Depending on their age and stage of development children will be learning to:

**Reception:** Listen and respond appropriately to others in whole class group. Listen to ideas of peers without interrupting. Express ideas in sentences including giving clear explanations of why or how something happens. Pretend play: Play imaginatively with others taking on different roles, and creating a joint narrative to their play, beginning to listen to the views of others.

**Nursery 3-4 year olds:** Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events using past tenses or saying what is going to happen next. Recount facts they have learned and answer simple why and how questions appropriately. Pretend play: Role play less familiar situations e.g. start to role play people from other countries. Engage in extended small world play giving commentaries or add voices to this type of play.

**Rising 3s:** Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and start to comment beyond the 'here and now' e.g. talking about something that has happened home. Pretend play: Engage in more extended pretend play in role play area or outside using some objects to represent other things. Recognise story props and costumes and engage with them in simple role play including people from different countries. Carry out longer small world pretend play sequences.

## EYFS Unit Summer 1 & 2    Mrs Wilkinson & Mrs Blythe    Topic: All Around the World: what is it like in other countries?

|   |   |   |
|---|---|---|
| <p><b>Literacy:</b><br/> <b>Class Texts:</b> <i>Dear Zoo - link animals to different parts of the world</i>) <i>'The Barefoot Books Children of the World'</i> (non-fiction),  <i>'What we Wear,'</i> (non-fiction) <i>'Everybody says Shalom'</i> (Israel')  <i>Rosie's Walk'</i> (USA). <i>'Handa's Surprise'</i> (Kenya)  <i>'The Great Race'</i> (China),  <i>'Les Couleurs d'Elmer'</i> (France) <i>'The Story of Rama and Sita'</i> (India)  <i>'El Mundo'</i> (Spain), <i>The Naughty Bus</i> (UK).</p> <p><b>Reception: Reading Comprehension:</b> Ask and answer complex questions about texts.<br/> <b>Phonics:</b> Continue consolidating <b>RWI</b> Set 2 and learning remaining <b>RWI</b> Set 3 Letter Sounds. Read all Phase 3 and some Phase 4 Red words.<br/> <b>Writing:</b> Write phonetically plausible sentences for a range of purposes which can be read by others with some correctly spelled irregular HFWs.<br/> <b>Nursery 3-4 year olds:</b> engage with whole class stories or non-fiction books and show understanding by answering who, what, and where, when and simple why and how questions or through pretend play, Phonics: spot pairs of rhyming words and continue a rhyming string. Identify objects or pictures from a small group by their initial sounds or by orally blending sounds. Start to identify initial sounds in words for others to guess in I spy games and begin to orally segment CVC words. Play sound lotto</p> | <p><b>Expressive Art and Design:</b><br/> <b>Reception:</b> Techniques: Weaving (inspired by African cloth and baskets). Tie Die, sculpting clay or playdough faces. Blow painting. Participate in adult directed activities e.g. make flags from different countries, design Chinese characters, create Indian Rangoli patterns, or Picasso style portraits. Make a Star of David, Menorah, or a model of the Eiffel Tower or Empire State Building. Learn action songs from different countries for a small end of year performance. <b>Music: Charanga; Unit 5 'Big Bear Funk': Unit 6: Reflect, Rewind, &amp; Replay.</b><br/> <b>Nursery 3-4 year olds:</b> As Reception with support when necessary. Engage in pretend play with others using objects to represent other objects and complex small world play. Listen attentively to sounds or music and respond to what they hear expressing their thoughts and feelings. Sing entire songs, copying the melodic shape, play instruments and start to create their own songs or music. Choose from different materials and textures to create own ideas, joining them together independently. Draw shapes to represent objects and faces with features, showing different emotions in their drawings.<br/> <b>Risings 3s:</b> Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities Engage in simple pretend play sequences using realistic objects and other materials to represent their ideas. Enjoy taking part in action songs and move, dance or play instruments in response to music. Use imagination to model or combine different materials e.g. playdough, junk modelling, Duplo. Express ideas or feelings through mark making with different media.</p> | <p><b>RE: Reception: Diocesan Syllabus: F6</b> Who are Jewish people and how do they live?</p> <p><b>Understanding the World:</b><br/> <b>Reception:</b> Look at maps and globes to locate countries we are learning about. Make passports and each week experience foods, games, music, costumes etc. from the different countries we are learning about, stamping passports each 'visit'. Talk about similarities and differences between different people and countries, including weather and the UK. Plot our route around the countries on a simple global map,<br/> <b>Nursery 3-4 Year olds:</b> Notice and show respect for differences between people and families. Know that there are different countries and different environments in the world.<br/> <b>Rising 3's:</b> Make connections between features of own family and other families. Notice differences between individual people and different environments.</p> |
|---|---|---|

## EYFS Unit Summer 1 & 2    Mrs Wilkinson & Mrs Blythe    Topic: All Around the World: what is it like in other countries?

games. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and write one or more letters from own name independently. **Rising 3s:** Enjoy sharing familiar stories in groups, fill in gaps with key words, and join in with repeated refrains. Begin to answer simple who, what and where questions about familiar stories. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs and start to say or sing some independently.

**Maths: Reception: White Rose: Phases:** Complete **'To 20 and Beyond'**: Building numbers beyond 10, Counting patterns beyond 10, Spatial Reasoning (1) Match, Rotate & Manipulate, **First, then Now:** Adding More and Taking Away, Spatial Reasoning (2): Compose & Decompose; **Find My Pattern:** Doubling, Sharing & Grouping, Even & Odd, Spatial Reasoning (3) Visualise & Build, **On the Move:** Deepening Understanding, Patterns & Relationships, Spatial Reasoning (4) Mapping.

**Nursery 3-4 year olds;** Count objects to 5 consistently and develop counting with one-to- one correspondence for up to 10 objects, Respond to 'how many altogether?' Make small same size sets of dissimilar items (up to 5 in a set) e.g. find 4 bears to go with 4 chairs. Count different things e.g. steps, hops, claps. Share up to 4 objects between 2 people fairly to count objects. Compare numbers up to 10 and talk about one more and one less. Consolidate recognition and naming of 2D shapes triangle, circle; square, rectangle. Complete simple jigsaws with up to 10 pieces.

**Rising 3s:** Join in with familiar number rhymes and songs and recite number names to 5. Use numbers with the intention of counting objects (but not always in the right order or missing some). Build with different resources and complete an inset puzzle with at least 5 pieces independently. Talk about differences in sizes, heights and weights in everyday situations: big/small, heavy /light, tall or high Notice patterns in the environment and begin to share out objects to others (not necessarily equally). Match objects, shapes or colours and start recognise circles, squares and triangles. Stack 10 bricks.

### Topic Vocabulary:

Summer, world, country, globe, map continent, Europe, Africa, Asia, North America, South America  
 UK, British, USA, American, Israel, Israeli India, Indian France, French, Spain, Spanish, Kenya, Kenyan, China, Chinese.  
 same, different  
 Shalom, Jewish  
 Rama, Sita, Hanuman , Ravana, Hindu  
 passport, stamp, travel, aeroplane, boat, train, bus, car, fly, drive  
 + Vocabulary related to specific countries and texts.  
 monkey, giraffe, lion, snake, camel, elephant, puppy,  
 big, scary, fierce, naughty, tall, grumpy just right, surprise  
 zoo, wild, ostrich, zebra, elephant, monkey, giraffe, antelope, parrot  
 fruit, banana, guava, orange, mango, pineapple, avocado, passion fruit, tangerines  
 soft, yellow, sweet smelling, round, juicy, ripe, red, spiky leaved, purple  
 lost, found, naughty, bus, driver, London, hook, winch, beans, egg, chips, passengers, people, buildings, traffic, bus stop, roads,  
 drive, crash, bump, fall, dirty, wash, brush teeth, sleep, imagine, pretend, mess, leave, forget, rescue, save, wait, hold tight  
 close, closer, powerful, important, handsome, silliest, alone, cosy, tall  
 outside, inside, pond, reflection, garden