

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.

Summer 1 PE Focus Ball Skills; Summer 2 PE Focus on Athletics. Engage in a wide range of physical play outdoors with skill and safety. Use mature tripod grip and form most letters recognisably.

Older 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.

Younger 3 year olds: 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 **1 decision EY programme: Relationships (Summer 1); Moving on (Summer 2)**). 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 8:45 am start. Pick them up at 3:15 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.

Older 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 pirates and sea creatures from stories and non-fiction texts. Engage in extended small world play giving commentaries or add voices to this type of play.

Younger 3 year olds: 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

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		costumes and engage with them in simple role play including pirates or sea creatures. Carry out longer small world pretend play sequences.
<p>Literacy: Class Texts: <i>'The Pirates are Coming'</i> <i>'Hooray for Fish,'</i> <i>'On a Pirate Ship,'</i> <i>'The Treasure of Pirate Frank,'</i> <i>'Pirate Pete and his Smelly Feet'</i> <i>'Night Pirates'</i> <i>'Mr Seahorse,'</i>  <i>'Julian is a Mermaid,'</i>  <i>'Seaside Poems,'</i> <i>'The Rainbow Fish'</i> and <i>'My Little Book of Ocean Life'</i> (Non-fiction) Reception: Reading Comprehension: Ask and answer complex questions about texts. Phonics: Continue consolidating RWI Set 2 and learning remaining RWI Set 3 Letter Sounds. Read all Phase 3 and some Phase 4 Red words. Writing: Write phonetically plausible sentences for a range of purposes which can be read by others with some correctly spelled irregular HFWs. Older Nursery 3-4 year olds: 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 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. Younger 3 year olds: Enjoy sharing familiar stories in groups, fill in gaps with key words,</p>	<p>Expressive Art and Design: Reception: Techniques: Felting (working with textiles). Experimenting with water, paint, sand and salt. Large scale painting with brushes, spray bottles and splatter painting. Genres: Expressionism. Key Artists: Georgia O'Keefe (textiles), Maggie Hambling, Jessica Warboys and Jackson Pollack. Learn new action songs relating to topic. Construct, collage, paint and draw things relating to the pirate and seaside topic. Make pirate maps to show where to find buried treasure. Learn some action songs and dance moves for an end of year performance. Music: Charanga; Unit 5 'Big Bear Funk': Unit 6: Reflect, Rewind, & Replay. Older Nursery 3-4 year olds: 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. Younger 3 year olds: 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</p>	<p>RE: Reception: Diocesan Syllabus: Summer 1 F5: Which places are special and why? (Include Visits or Visitors as appropriate. Summer 2: F6: Which Stories are special and why?</p> <p>Understanding the World: Reception: Learn about the difference between pirates in stories and real life pirates in the past. Learn about and compare different animals and plants found under the sea using non-fiction texts and the internet and compare with those who live on land. Think about how we can keep the sea clean and safe for animals and plants. Also learn about seaside safety and the work of the RNLI Older Nursery 3-4 Year olds: Gain awareness aware of different habitats & things that are found there e.g. shells, pebbles on the beach, fish, dolphins, etc in the sea. Know that some things float and others sink. Recognise people who help us e.g. RNLI Younger 3 year olds: Be aware of dangers and begin to understand that some things should not be tasted or touched. Notice differences between individual people or animals and different environments.</p>

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and join in with repeated refrains. Answer simple who, what and where questions about familiar stories. Phonics: join in with a range of rhythmical and rhyming activities, and say or sing some nursery rhymes and action songs and independently.	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>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.</p> <p>Older Nursery 3-4 year olds; Count objects to 10 consistently, 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.</p> <p>Younger 3 year olds: Join in with familiar number rhymes and songs and recite number names to 10. Count objects up to 5 consistently with 1-1 correspondence and rote count above 5 but not always in the right order or missing some. Build with different resources and complete start to complete a jigsaw with 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.</p>		
<p><u>Topic vocabulary: Summer 1 & 2 Pirates & The Sea</u></p> <p>summer</p> <p>story, poem, fiction</p> <p>information book, non-fiction</p> <p>fish, crab, lobster, starfish, dolphin, whale, octopus, shark, seahorse hammerhead shark, swordfish, puffer fish, shellfish, shells, jelly fish, anemone, coral, seaweed, tentacles, suckers, claws, teeth, jaws, gills, fins, sea creatures</p> <p>warm, cold, water, float, sink, swim, dive, sting,</p> <p>stripy, spotty, then fat, flat, whirly, twirly, twin, thin, smelly, wobbly, rough, smooth, prickly, same, different</p> <p>size, centimetres, metres</p> <p>sea, ocean, underwater, waves, tides, beach, sand, shore, harbour, port</p> <p>life guards, lifeboats, rescue, save, water safety</p> <p>boat, ship, submarine, sails, rigging, anchor, crow’s nest</p> <p>pirates, ahoy, aboard, captain, shipmate, crew, mermaid, boy, girl</p> <p>treasure, gold, doubloons, jewels, map, eye patch, telescope, parrot, peg leg, island, cannon, cabin, deck</p> <p>row, sail, climb, escape, chase, find, dig, swim, drown.</p>		