

	Summer 1						Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Topic	Animals						Transport						
Topic Focus	Growth and development Staying alive Life cycles						Different modes and means of transport Destinations						
Hooks Visits	Visit to Kentish Town City Farm to observe animals and the care given to them Visit from RSPCA Visit to feed the hens at Moss Hall Juniors Trip to local library Visitors: Police, Fire Brigade, Vet, Dentist						Transport day outing – bus, DLR, underground train Visit to Cherry Tree woods						
Role Play Area	Inside – vets, jungle, rescue centre Outside – farm shop						Inside – airport, bus, aeroplane Outside – garage						
Literacy	Owl Babies	The Little Red Hen	Click, Clack, Moo	Farmer Duck			Rosie’s Walk	Mr Gumpy’s Outing	The Train Ride	Roaring Rockets	The Elves and the Shoemaker		
Core Books													
Spine Books	Farmer Duck, The Very Hungry Caterpillar, The Gingerbread Man, What will I be?						The Selfish Crocodile, Hairy Maclary, Suddenly, The Very Busy Spider						
Reading & Comprehension	RWI Inc Assessment 4, reassessment for attainment groups Daily guided reading and writing Daily Phonics – Read Write Inc. Homework – Children take home 1 sharing book and appropriate RWI books Spine books displayed in the class library						RWI Inc Assessment 5, reassessment for attainment groups Daily guided reading and writing Daily Phonics – Read Write Inc. Homework – Children take home 1 sharing book and appropriate RWI books Spine books displayed in the class library						
Word Reading (Phonics)													
Nursery Rhymes www.wordsforlife.org	There was an old lady	Old Macdonald had a farm	Little Miss Muffet	Animal Fair	B-I-N-G-O	Hickory, dickory dock	Zoom zoom zoom	The Grand Old Duke of York	Row, row, row your boat	I am a music man	Stop, says the red light	I am a music man	
Personal, Social and Emotional	Building healthy relationships Being safe with others Developing empathy and care for animals and the environment Continue to reinforce rules and routines in the classroom and in the school. Structured time tables with flexibility for children to make independent choices. Develop sense of responsibility and membership for their class and wider school community. Self-regulation, self-help skills – using strategies to moderate their own and others feelings. Timetabled routines to promote overall health & wellbeing. Children supported at lunchtimes to support eating & healthy choices. Talk about what children like at school.						Building healthy relationships Being safe with others Developing empathy and care for animals and the environment Continue to reinforce rules and routines in the classroom and in the school. Structured time tables with flexibility for children to make independent choices. Develop sense of responsibility and membership for their class and wider school community. Self-regulation, self-help skills – using strategies to moderate their own and others feelings. Timetabled routines to promote overall health & wellbeing. Children supported at lunchtimes to support eating & healthy choices. Talk about what children like at school. Preparing for Y1 - transition						

<p>Writing</p>	<p>Fine motor skills and holding a pencil using tripod grip. Children independently write their full name. Use grapheme phoneme knowledge and word recognition skills to write words and simple sentences related to the book of the week and during child-initiated play. Weekly guided writing sessions. Weekly celebration of children's written work.</p>			<p>Fine motor skills and holding a pencil using tripod grip. Children independently write their full name. Use grapheme phoneme knowledge and word recognition skills to write words and simple sentences related to the book of the week and during child-initiated play. Weekly guided writing sessions. Weekly celebration of children's written work.</p>			
<p>Communication and Language</p>	<p>Teacher continue to promote and model active listening. Continue to develop social phrases – New vocabulary introduced via objects, pictures and photographs. New vocabulary used repeatedly throughout the day. Vocabulary display updated and used weekly. Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters. Teachers ask open questions. Children have opportunities throughout the day to read and share fiction & non-fiction books from the class library. Story time 3 x per day – morning, lunchtime and home time (one should be a book related to the topic).</p>			<p>Teacher continue to promote and model active listening. Develop social phrases – Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs. New vocabulary used repeatedly throughout the day. Vocabulary display used vocabulary. Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters. Teachers ask open questions. Children have opportunities throughout the day to read and share fiction & non-fiction books from the class library. Story time 3 x per day – morning, lunchtime and home time (one should be a book related to the topic).</p>			
<p>Mathematics Power Maths</p>	<p>Unit 14 Counting on and back</p>	<p>Unit 15 Numbers to 20</p>	<p>Unit 16 Numerical patterns</p>	<p>Unit 17 Shape: Composing and decomposing shape</p>	<p>Unit 18 Measure: Volume and capacity</p>	<p>Unit 19 Sorting</p>	<p>Unit 20 Time</p>
<p>Understanding of the World</p>	<p>Daily teaching of weather conditions using weather chart, days of the week, date and year. Write weather reports. Note and record the effects of seasonal changes. Current topic books read aloud to extend children's knowledge of the world and to illustrated current topic. Topic books also displayed around the environment. Local walks for children to familiarise themselves with key places in their local community and to understand their importance. Activities linked to topic focus – evidence recorded in Tapestry. Investigation focus: Sensory exploration of touch, smell, sight, taste and sound. Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Either live or via Tapestry children and parents encouraged to 'show & tell' Learning about people who help us Investigation focus: Life cycle</p>			<p>Daily teaching of weather conditions using weather chart, days of the week, date and year Current topic books read aloud to extend children's knowledge of the world and to illustrated current topic. Topic books also displayed around the environment. Children familiarise themselves with the name of the road, town and where their school is located using aerial maps. Activities linked to topic focus – evidence recorded in Tapestry. Investigation focus: Sensory exploration of touch, smell, sight, taste and sound. Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Either live or via Tapestry children and parents encouraged to 'show & tell' Investigation focus: What will make my boat float?</p>			
<p>Physical Development</p>	<p>P.E. – Gymnastics Unit 1 EYFS Scheme of Learning Develop overall body strength, coordination, balance and agility. Develop fine motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>			<p>P.E. – Dance Unit 1 EYFS Scheme of Learning Develop overall body strength, coordination, balance and agility. Develop fine motor skills to use tools competently. Pencil grip to develop a fast and accurate handwriting style. Regular access to outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>			

<p>Expressive Art & Design</p>	<p>Developing printing skills – pattern making Build 3d models. Develop techniques for joining materials. Music: Participating in performances individually and in small and large groups.</p>	<p>Developing collage skills Music: Participating in performances individually and in small and large groups. Children to plan their own dance routine etc, rehearse and then perform it.</p>
<p>Computing</p>	<p>Continuous provision – children use technology to explore, enhance knowledge, solve problems and produce creative outcomes across all areas of the EYFS Curriculum.</p>	<p>Continuous provision – children use technology to explore, enhance knowledge, solve problems and produce creative outcomes across all areas of the EYFS Curriculum.</p>