**St Edmunds Catholic Primary School: Early Years Foundation Stage**

**Summer 1 – Our Wonderful World**

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| **Communication & Language** | | **Physical Development** | | **Personal, Social and Emotional Development** |
| Continue the Focus on a rich literacy environment. Create a Travel agents/airport - role play  The children will begin to be able to follow a story without pictures or props. Extending vocabulary.  Continue to extend vocabulary/exploring the sound and meaning of new words related to the topic. Continue to build on a repertoire of rhymes and songs and favourite stories and identify new vocabulary. **Further develop listening skills through circle time discussion in small groups and appropriate responses in relation to conversations**.  **NELI** Programme to proceed with phase 2 x 10 weeks. **Develop the use of curiosity cubes.** | | See west Lancashire PE sports partnership site for specific session focuses.  Daily go noodle/wake and shake sessions to develop coordination and moving in a variety of ways.  Fine motor skills – continue with dough disco weekly sessions.  Playdough within provision daily.  Fine motor skill development: opportunities daily for children to practise cutting and writing with a variety of tools within provision. | | Try new activities and show high levels of resilience when attempting new tasks. Trying again if at first it proves difficult.Develop confidence when speaking to others about their own needs, wants, opinions and interests. Understand that their own actions affect other people.  Talk through achievements with the children.  Continue to develop relationships with others and encouragement to resolve conflicts with others when an adult is not present. Daily celebration of our successes and what we are most proud of. Our daily collective worship will link to themes within the PSED outcomes. |
| **Understanding the World** | **Expressive Arts and Design** | | **Literacy** | **Mathematics** |
| Discussing our natural environment and what animals including ourselves need to survive and thrive.  Creating habitats and environments suitable for minibeasts and birds within our garden.  Planting seeds and observing the changes as they grow.  Caring for our environment and recycling our paper and plastic each day. We will reflect daily on the importance of this. Explore our local area, scavenger hunts, learn about a variety of animals from around the world and their differing habitats. | Charanga: Big Bear Funk - A Transition Unit: Listen and Appraise, Musical Activities - learn about the interrelated dimensions of music through  singing, improvising and playing classroom instruments. Perform and Share as part of our role play enrichment. Building and creating garden areas, habitats and shelters with a variety of media, boxes, crates, wooden blocks.  Make observational drawing and paintings of animals and their habitats. Choosing colours for a specific purpose.  Creating moving animal puppet with string and split pins. | | Reading and writing CVC, CVCC tricky and rhyming words and developing simple sentence writing skills.Writing for different purposes, labelling animals body parts, habitats etc. Daily Phonics sessions. Form letters correctly using out formation phrases. Writing words, captions, and sentences.  Experience new vocabulary related to the topic ‘Our Wonderful World’.  Generate vocabulary lists, boards and areas within the classroom. Explore new words with real life objects, pictures and modelling in context. | Counting in two’s to 20 and 1’s to 20 and beyond.  Solving practical problems with objects and recognising numbers to 20 in and out of order.  Continue to introduce children to number bonds to 5 and 10 and separating groups of objects in different ways.  Subtraction and addition word problems to be introduced as part of the every day routine including language of one more and one less. Exploring with numicon the way numbers are created and separated into 10’s and ones (introduction)  Graphs and pictograms to gather information based on scavenger hunts based on the topic. Children will start each phonic session with a days of the week and months of the year introduction. **(NELI link)**  Assertive mentoring assessments will determine gaps for individuals and groups of children. |
| **Religious Education: Come and See** | | | | |
| N/R Friends **Explore** **24.5.21 – 28.5.21** **Reveal****7.6.21 – 11.6.21** **Respond** **14.6.21 – 18.6.21** | | | | |