

## Early Years Foundation Stage Curriculum Overview Summer 2 2023

Year	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy
R	<ul style="list-style-type: none"> <li>Listen attentively and respond with relevant questions, comments.</li> <li>Ask questions to clarify understanding;</li> <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;</li> <li>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>	<ul style="list-style-type: none"> <li>Get changed and dressed independently for PE-taking off jumpers independently</li> <li>Hold a pencil effectively for fluent writing – using the tripod grip in almost all cases</li> <li>Use a range of small tools, including scissors, paint and cutlery;</li> <li>P.E: Multi-skills – Simple defending and attacking games</li> <li>P.E: Multi-skills- throwing and catching – aiming games</li> </ul>	<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>Trick Box- Practicing skills to overcome fears, help others solve problems and calm down</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Structured morning lessons to increase stamina for Year 1 transition.</li> </ul>	<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> <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 taught common exception words.</li> <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><i>Phonics:</i> Phase 4</p> <ul style="list-style-type: none"> <li>long vowel sounds CCVC CCCVC CCV CCVCC</li> <li>Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</li> <li>root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/, –er, –est</li> <li>Tricky words: said so have like some come love do were here little says there when what one out today</li> </ul>

Year	Maths	Understanding the world	Expressive arts and design	Religious Education	Educational Visits and Visitors
R	<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> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Explore evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>Forest school Wednesdays</li> <li>Signs of Summer (Welly Walks)</li> <li>Harvest our vegetables and cook them for our picnic</li> <li>Learn about the lifecycle of a Butterfly</li> </ul>	<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>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <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>	<ul style="list-style-type: none"> <li>RE – Specialness and Judaism Torah</li> </ul>	<ul style="list-style-type: none"> <li>Lunch club multigenerational play</li> <li>River visit-signs of Summer</li> <li>Host the Church Picnic</li> <li>Transition day into Year 1</li> </ul>



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