

Early Years learning is different to that in KS1 and KS2 due to an emphasis and importance of learning through play. We plan for progression in all areas, through gradual challenge in our provision and our interactions with the children. We weave our curriculum through everything we do throughout the day and our learning can be both planned and spontaneous following the interests and lead of our children. All areas of the EYFS curriculum will always be found in our continuous provision resources, enhancements and open-ended activities. It is our passion to provide a broad and adventurous curriculum with the children regularly being the instigators.

### Communication and Language

#### **Revisit and continue to develop:**

Learn new topic based vocabulary and use new vocabulary in different contexts.

Learn new rhymes, poems and songs and perform them.

Listen to and talk about stories to build familiarity and understanding.

#### **Listening:**

Listen to and understand instructions about what they are doing, whilst busy with another task.

#### **Attention:**

Listen and continue with an activity for a sustained period of time.

#### **Respond:**

Keep play going in response to the ideas of others and engage in conversation relevant to play theme.

Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.

Listen to and talk about selected non-fiction, to develop a deep familiarity with new knowledge and vocabulary.

#### **Understanding:**

Carry out a series of 3 directions.

Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.

#### **Speaking:**

Recount an event in the correct order and with some detail. Begin to accurately use past and present tenses when talking.,

Give details that they know are important and will influence the listener.

Express ideas about feelings and experiences.

Articulate their ideas in accurately formed sentences.

Show that they can use language to reason and persuade.

## Kingfisher Class

### Summer 2

### Curriculum

## Ticket to Ride

“What adventure  
will you go on  
today?”

### Themes in Summer 2

Where do we live in the  
world?

Space

Transport past and present

Off on holiday

The Seaside

Under the Sea

Floating and sinking

Send me a postcard!

### Personal, Social and Emotional Development

#### **Express Feelings:**

Understands some strategies to deal with anger and frustration.

Able to identify and moderate own feelings.

Can use 'Zones of Regulation' cards to communicate feelings.

Can communicate their feelings at a time of transition and change E.g. on moving to Year 1, visiting Year 1 classrooms and meeting new teacher.

Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.

#### **Manage Behaviour:**

Engage in challenges and take responsibility for their own learning.

Plan, adapt, persist, and review own progress.

#### **Self-Awareness:**

See themselves as a unique and valued individual, talk about themselves, their abilities and interests in positive terms.

#### **Independence:**

Can seek out a challenge and enjoy the process.

Continue to learn what it means to keep their body and teeth healthy.

Know that exercise keeps the body healthy.

#### **Collaboration:**

Can take account of the ideas of others about how to organise and participate in an activity.

Can show sensitivity to others' needs and feelings.

#### **Social Skills:**

Can begin to resolve conflict and is able to compromise.

Can take responsibility for their own actions.

Show awareness of how their actions may impact on others and know that other children think and respond in different ways to them.

#### **Jigsaw theme:**

Changing me.

## Physical Development

### **Fine Motor:**

Continue to refine fine motor skills to use a range of mark making tools competently and confidently.  
Develop and refine accurate cutting skills.  
Develop and refine skills of using a fork, knife and spoon.  
Hold a pencil effectively and comfortably to form recognisable letters, most of which are accurate.  
Form lower-case letters correctly, starting and finishing in the correct place and going the right way around and in the correct direction.  
Develop the foundations of a handwriting style which is fast, accurate and efficient.

### **Gross Motor:**

Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  
Develop and extend the use of climbing equipment safely and competently.  
Continue to learn and practise negotiating space safely and effectively, including in the KS1 playground.  
Use the 'pirate ship' and trim trail with increased challenge and safety.  
Continue to develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines through use of outdoor play equipment.  
Develop and embed skills to ride a balance bike effectively and safely.

### **Get Set 4 PE Scheme – Fundamentals 2/ Sports Day preparation**

To develop balancing.  
To develop running and stopping.  
To develop changing direction.  
To develop jumping and hopping.  
To explore different ways to travel using equipment.

### **Get Set 4 PE Scheme – Games 2**

To develop accuracy and coordination when throwing and striking a ball and practise keeping score.  
To play by the rules, follow instructions and move safely when playing tagging games.  
To learn to play against an opponent.  
To work co-operatively as a team.

## Literacy

### **Comprehension:**

Recall the main points in a text in the correct sequence, using own words and include new vocabulary.  
When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.  
With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.  
Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.  
Develop Innovating a well-known story.

### **Word Reading:**

Re-read what they have written to check that it makes sense.  
Read some common exception words matched to our RWI phonic reading programme E.g. said, so, would, could, should.  
Re-read words, sentences and books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

### **Phonics:**

Consolidate knowledge and skills as in Summer 1.  
Review Read Write Inc set 2 and 3 sounds and the alternative spellings for sounds learned.  
Learn the 'special friends' trigraphs – ear, ure, are, ire,

### **Emergent Writing:**

Show awareness of the different audiences for writing.  
Write short sentences with words with known letter-sound correspondences and mostly leaving spaces between the words.  
Begin to write longer sentences with the conjunction 'and'.  
Sometimes use a capital letter and full stop in their writing.

### **Composition:**

Write a simple narrative in short sentences.  
Write different text forms for different purposes (e.g., lists, stories, instructions).  
Begin to discuss features of their own writing e.g., what kind of story have they written.

### **Spelling:**

Spell words by drawing on knowledge of known grapheme correspondences.  
Make phonetically plausible attempts when writing more complex unknown words e.g., CCVCC words such as 'twist'.  
Spell irregular common (tricky) words e.g., he, she, we, be, me.

## Mathematics

### **Consolidation of key skills:**

**NCETM programme of study** - Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.  
Subitising – regular opportunities to further develop conceptual subitising skills including when using a rekenrek  
Counting – Practice and consolidate counting on and back within 10.  
Composition – all quantities are composed of smaller quantities.  
Sorting & Matching – Notice similarities and differences.  
Comparing & Ordering – Compare and order quantities ad measures.

### **Adding More:**

Use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create maths stories in meaningful contexts.

### **Taking Away:**

Use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can be used to create maths stories in meaningful contexts.  
Ask the children to count all items at the start, take away the required amount practically and then subitise or recount to see how many are left.

### **Doubling:**

Double means 'Twice as many'. Build doubles using real life objects and maths equipment. Provide examples of doubles and non-doubles.

### **Sharing and Grouping:**

Equal opportunities to share fairly, recognise and make equal groups. Notice that sometimes there are items left over when they share or group.

### **Even and Odd:**

Some quantities will share equally into 2 groups, and some won't. They may also notice that some quantities can be grouped into pairs, and some will have one left over.

## Understanding the World

### **Past and present:**

Talk about and understand changes in their own lifetime, by creating a personal timeline.

To compare old and new transport.

To know that transport and vehicles were different in the past.

Find out about the life of Amelia Earhart and Mea Jemison

To know that Richmond looked different in the past.

### **People and Communities:**

Children recognise that there are other places in the world/UK that are different to where they live.

Describe some similarities and differences about Richmond and another location - the seaside.

To be aware of their personal life experiences.

### **The Natural World:**

Comment and ask questions about their immediate environment. Find out more about the season of Summer.

Know about space and that there is a universe around us.

Understand what life is like and what animals live in different habitats such as under the sea

To know what a continent is and locate the seven continents on a world map.

### **RE:**

To know that Christians believe that God made the world.

To know that Christians believe we are borrowing the world from God.

To help us understand how everyone can help care for our world.

To appreciate how special our world is.

To know that Christians believe that Adam and Eve named all of the animals.

To show an understanding of how to care for animals.

To know how to care for creation.

To know that our school is part of a Christian community.

To explore different ways that we can care for our school and Holy Trinity Church.

To show that I understand the importance of working together as a community to look after the world.

## Expressive Arts and Design

### **Mark Making/Drawing:**

Skill: produce more detailed work and say what they have included and why.

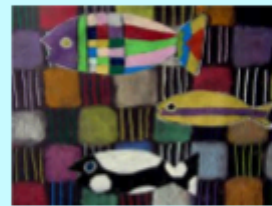
### **Colour:**

Skill: To choose a particular colour for a purpose. To mix a desired secondary colour from primary colours

### **Painting:**

Skill: Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.

### **Artist Study - Paul Klee - Fish**



### **3D Work:**

Skill focus: To be able to select tools and techniques needed to assemble and join materials they are using for a specific reason – making a 3D sea animal model (skeleton from wire, body shaped from tinfoil and Modroc, animal painted in appropriate colours).

Making rockets out of junk modelling resources.

Experimenting how to make a boat that floats using a variety of different materials and resources.

### **Cutting Skills:**

Use scissors for a particular purpose when combining different media and materials.

### **Being Imaginative:**

Invent, adapt, and recount narratives and stories with peers and their teacher.

Create representations of both imaginary and real-life ideas, events, people, and objects.

Uses combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing, and mapping.

### **Songs and Rhyme Knowledge**

Explore and engage in music making and dance, performing solo or in groups .

Learn and rehearse a series of songs for performance.

## Enrichment

Barnes Children's Literature Festival

Bocketts Farm Trip

Transition Programme to support the children in their move from Reception to Year 1