



Curriculum Planner

Term: Summer 2 2025

Year: EYFS

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Peace	All British Values

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key books Working together Whole group book shares Class library to encourage home reading Confidence in sharing and talking about books Phonics Talk for Writing / Story sacks / Re-telling stories/Story listening station Descriptive language: characters. Respecting each other's views and opinions in Aspirations Dreams for our future	Thankfulness – Collective worship focus Class collective worship book Class reflection area Whole school collective worship Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking Looking after minibeasts -hunts and building homes. Environment day Discussions about feelings	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Getting changed for PE – independence Cleaning teeth as part of their routine Washing hands Being aware when children need the toilet Going to the toilet independently Modelling play for new children Healthy eating Planting vegetables Change in seasons Looking after our bodies

Minibeasts!

Communication and language Nursery use Elklan activities to support children's understanding and verbal reasoning. Nursery and Reception use Wellcomm to support children with English as an Additional Language. Reception use Wellcomm as an early language intervention All adults model good spoken English and develop children's vocabulary through the use of quality texts, discussions and modelling. Modelling – Adults model one word to convey need e.g. drink; they then add a word on e.g. more drink, drink please; extending the sentence at the pace of the child e.g. can I have a drink please until the child is able to communicate need.		Physical development See pre-writing skills progression document for details of how we support children's fine motor development and early writing skills. Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities. Develop the small motor skills so that they can use a range of tools, competently, safely and confidently. Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.	Personal, social and emotional development Nursery New children throughout the year Settling in / Building relationships / Social interactions
Nursery	Develop repertoire of songs Speak in a range of tense Complex vocabulary Prepositions Rhyming Retelling Role play, Talk for writing - support to use connectives – Once upon a time, first, next, then and finally Say what happens next in a story/rhymes Answer questions and share opinions using relevant vocabulary. Talking confidently in different situations Express points of view Singing songs confidently Word Aware vocabulary words	Gross motor – running Obstacle course Matching physical movement to task Negotiation space Fine motor Mark making focus – arches Consistent and comfortable grip of pencil – good control. Letter formation Control of scissors – snipping along lines Name writing Independently eat with a knife and fork Safe use of equipment Healthy choices about food and drink. Working as a team and playing games.	Preparing for next year Transition Being assertive Confidence to talk to peers and adults in different situations Being polite Giving opinions and listening to others opinions Challenging opinions appropriately Independence
Reception	Rhyming Retell stories Talk about different habitats Begin to research using a search engine Talk about a specific interest or subject Engage in meaningful conversation with others Word Aware vocabulary words	Speed, agility and travel Travel with some confidence and coordination Change direction at speed through both choice and instructions Perform actions demonstrating changes in speed Stop, start, pause, prepare for and anticipate movement in a variety of situations Gross Motor – Use climbing equipment safely and competently. Negotiate space effectively Fine Motor- Confidently to use a dominant hand Use a pencil effectively Form letters correctly Begin to use scissors effectively Independently – Attend to toileting needs Wash hands independently Brush teeth, use the toilet and wash hands independently Healthy choices – Start to think about healthy food choices, exercise and hygiene can contribute to good health	Investigate habitats Preparing for next year Transition Confidence Managing hygiene independently

<u>Literacy</u> Reception follow Ruth Miskin's Read, Write inc. as our systematic synthetic phonics programme.		<u>Mathematics</u>	<u>Understanding the World / People and communities</u>
<u>Nursery</u>	Talk for writing – story sequencing Extending sentence Spelling familiar words Use learnt words and phrases to discuss stories and during role play Goldilocks and the Three bears Where's my teddy Story Non-fiction books Book corner Daily story time Talk for writing Collaborative story maps Poems and extend rhymes Rhyming books Alliteration in stories/games Weekly book focus – extended conversations and extending vocabulary Book/title/cover Fred games – oral blending Making predictions Discuss similarities and differences between stories from the past Write some sounds accurately Independent marks for a purpose e.g. Shopping lists in the role play Confidently talking about mark	2D and 3D shapes Sequences Size Length Weight and Capacity Review of previously taught concepts Positional Language Problem solving One more/less Number composition Larger quantities	Extend vocabulary to describe what they see Changes in liquids Cooking – material changes Minibeasts – body parts Minibeast hunts Lifecycle of a butterfly Different forces Looking after the environment and small creatures within it Litter picking and using stories to discuss pollution Wild Challenge Growing plants for the 'Plant sale' TastED
<u>Reception</u>	Reading Retell stories Talk for writing Research minibeasts Read rhyming words Extending sentences Spelling familiar words Use learnt words and phrases to discuss stories and during role play Making up own stories Writing Write facts about minibeasts Retell stories Life -cycles – writing labels Minibeast fact file Drawing Club – focus text	20 and beyond 10 frames Estimating Ordering numbers to 20 More (adding) Take away First, then, now Making shapes Doubling Sharing Even/odd	Minibeasts Lifecycle of a butterfly Habitats Wild Challenge RE: Our Beautiful World Caring for our environment Seasonal changes Link to Creation Story Link to Jewish Creation story TastED

<u>Expressive arts and design</u>		<u>Cultural capital</u>	<u>Global Learning</u>
<u>Nursery</u>	Use of narrative in pretend play Joining materials and explore textures Plan what they are doing Create with a purpose Use drawing to represent emotions Make natural Art Say what they like or dislike about their creations Create their own songs Sing songs with instruments Follow a rhythm Use instrument to express feelings and ideas Respond to music with movement – following a beat 3D minibeasts Making instruments Making minibeast outfits	Use of outside space – Sports Day practice on large field Climbing equipment High quality language and communication skills modelled. Access to high quality text within books throughout the curriculum Meals together Stories Planting – gardening – growing own food/vegetables Wild Challenge TastED	Language of the moment Multicultural books Talking about countries of Nationality Global Learning areas in classrooms – Child initiated play conversations EYFS Picture News when appropriate Litter picking - World Environment Day Supporting Eco club Developing outside areas
<u>Reception</u>	Image of minibeast – paintings/drawings and collage using different media Charanga Nursery Rhymes Dressing up and mini– beasts Independent drawings of minibeasts	<div> <div><u>Core text</u></div> <div> <p>Nursery</p> <p>The Very Hungry Caterpillar The Gingerbread Man Little Red Riding Hood Noah’s Ark</p> <p>Reception</p> <p>Goldilocks and the Three Bears We’re Going on a Bear Hunt How to catch a star The Nativity</p> </div> <div> <p>The Three Little Pigs Whatever Next! Peace at Last Owl Babies</p> <p>Oi Frog! Jack and the Beanstalk The Tiger who came to Tea The Gruffalo</p> </div> </div>	<p><u>Caring for our environment and each other</u></p> <p>Litter picking Washing hands Supporting with toileting Helping our friends Woodland walk Teeth cleaning (Nursery and Reception) Wild challenge</p>

Parental engagement:

Tapestry
Library books
Parent’s afternoon – parents coming into school for a book share and singalong

Visitors and visits

Nursery – picnic
Nursery – Visit their classes and meet next year’s teacher
Reception - Next Year’s Year one teachers as ‘Surprise Readers’
Reception – stay and play dates for next year’s children