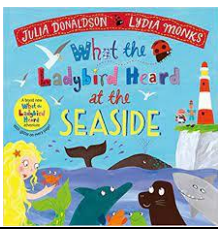
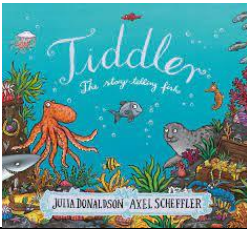
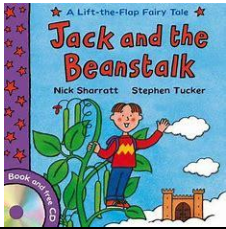
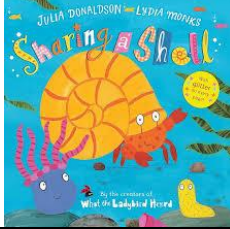
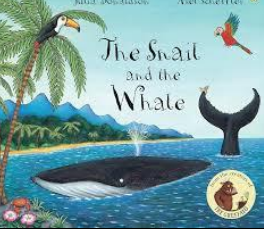


Hunton & Arrathorne EYFS Planning Summer 1

OH I DO LIKE TO BE BESIDE THE SEASIDE!

Books;	    
Hooks;	Message in a bottle
Special Days;	Earth Day (22 nd Apr) St. Georges Day (23 rd Apr) Bee Day (20 th May) Eid-al-Adha (17 th May)
Potential Trips;	Trip to the seaside - litter picking
Rhymes/ Songs;	Ten Green Bottles Oh I do like to be beside the seaside
Role Play;	Seaside shop & Ice cream parlour

Area of Learning	Early Learning Goals	Implementation	Intent - Skills progression
Communication and Language (Prime)	Listening, Attention and Understanding <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i>	Learn new vocabulary - Language linked to the seaside, historical and geographical vocabulary and exploring language from books Rhymes, poems and songs; She sells sea shells, Oh I do like to be beside the seaside Bag of songs Opportunities for conversation and questioning Children to discuss and write about the seaside and their trip to the seaside	I can understand and ask questions such as who, what, where, when, why and how. I can follow more complex instructions of more than 2 steps. I can have back and forth conversations with adults and peers.

	• <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>	They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning	
	Speaking • <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> • <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> • <i>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.</i>	Opportunities to discuss and learning how to express their ideas on: • keeping safe in the summer. • how to keep safe at the seaside and around water. • How we can look after our world	I can talk to a range of adults, confidently around school. I can link statements and stick to a main theme. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can talk in sentences using a range of tenses(past, present and future)
Physical Development (Prime)	Gross Motor Skills	Use their core muscle strength to achieve a good posture when sitting at a table	I can learn to play as a team and by the rules.

	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	I can move confidently and fluently in a range of different ways.
	Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Opportunities to use these and model to help improve skill and accuracy Dough Disco/Letterjoin/Letters modelled in phonics/opportunities to write in guided and independent learning time Begin to show accuracy and care when drawing Look at drawing accurately when drawing landscapes and larger pictures	I can hold scissors correctly and safely to cut out various materials and resources using skill and accuracy. I can form letters using the correct formation, control the size of letter considering where they sit on the given line. I can create details in drawings, using a range of tools for accuracy. I can use cutlery appropriately.

Personal Social and Emotional Development (Prime)	Self-regulation • <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> • <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> • <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i>	Continue to discuss feelings and emotions and develop self-regulation based on needs of children press his/her own feelings and consider feelings of others Provide children with approaches to resolve conflict. No-outsiders book and weekly assemblies are opportunities to discuss their feelings	I can talk with others to resolve conflicts effectively. I can be able to maintain focus during extended whole class teaching sessions and independent learning activities. I can begin to control impulses.
	Managing Self • <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i>	Confident to try new activities with resilience and perseverance Children encouraged to try new activities and foods as part of our learning Set challenges which encourage resilience and perseverance Look at 100 things to do... Continue to manage their basic hygiene (dressing, toilet, food choices)	I can show a good level of independence in my ability to manage my own basic needs. I can choose some healthy foods and drinks. I can independently put my uniform on including fasten zippers, buttons and buckles with minimal support.

	• <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> • <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>	As we are in summer children learn how to keep themselves well in the hot weather Hydration and putting on their own hats and sun cream Children will have opportunity to learn to dress in school for PE	I know why sleep is important I can show a 'can do' attitude to change and transitions in preparation for year 1.
	Building Relationships • <i>Work and play cooperatively and take turns with others.</i> • <i>Form positive attachments to adults and friendships with peers.</i> • <i>Show sensitivity to their own and to others' needs.</i>	Build constructive and respectful relationships Work on relationships based on needs of children, resolving conflict and compromising - supported and modelled by adults, books to promote this - 'The Squirrels who squabbled' Children to continue to play games with rules Children if ready to be introduced to longer and more complex board games In their play children to develop their own games with rules that they follow and explain to others	I can develop relationships with other adults around the school - to support transition. I can communicate with a range of people within school. I can listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. I can take turns with others without an adult prompt

Literacy (Specific)	Comprehension • <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> • <i>Anticipate (where appropriate) key events in stories.</i> • <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>	Reading for pleasure Possible stories/books, fiction and non-fiction books linked to Seaside (see above) • Lucy and Tom at the Seaside • Sneakers, the Seaside Cat • Under the Sea • Magic Beach • The Snail and the Whale Answer questions during LW reading sessions Answer questions during story time - using VIPERS Encourage children to act out well known stories read to them Highlight, discuss and display vocabulary in texts read to them	I can use vocabulary that is influenced by experience of books. I can answer questions about what they have read. I can show how I know information can be retrieved from books.
	Word Reading • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge by sound-blending.</i> • <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>	Possible Stories/Books Fiction and non-fiction books linked to seaside; • Sharing a shell • The singing mermaid • Seaside Poems • The Rainbow Fish Morning tasks linked to taught graphemes/ phonemes Phonic assessments	I can recognise taught Phase 4 words- see Little Wandle . I can begin to read longer sentences using taught sounds. I can read taught tricky words. I can read with more developed fluency.

		Poetry basket	
	Writing • <i>Write recognisable letters, most of which are correctly formed.</i> • <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> • <i>Write simple phrases and sentences that can be read by others.</i>	Writing about half term/ weekend. Potential Writing Opportunities • Name writing • Labels • Captions and sentences • Recounts • Description • Postcards • Character/setting description • Short stories Drawing club Messagner Centre	I can begin to use capital letters, finger spaces and full stops in independent writing. I can use a capital letter at the beginning of a sentence and a full stop at the end in class inputs. I can think, say, remember and write a simple sentence (using openers The, I, He, She) I can begin to write longer, words which are spelt phonetically. I can read written work back and check for meaning and notice mistakes. I can form all my lower case and capital letters correctly.
Mathematics (Specific)	Number	Super sixes Measurement - height Maths mastery	I can begin to recognise and order numbers to 20.

	• <i>Have a deep understanding of number to 10, including the composition of each number.</i> • <i>Subitise (recognise quantities without counting) up to 5.</i> • <i>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.</i>	• Counting, ordinality and cardinality • Subitising • Composition • Comparison	I can begin to discuss pairs of numbers that make 10. I can begin to discuss some addition and subtraction facts to 10. I can recall double facts to 10. I can explore how to make numbers above ten using tens and ones. I can begin to understand that 1, 3, 5, 7, 9 are odd numbers and that 2, 4, 6, 8 and 10 are even numbers. I can share quantities equally. I can find one more than numbers 10-20. I can find one less than numbers 10-20. I can accurately write numerals 6-10. I can use language full/emoty/ half full/ tall/er, short/er and compare measurement.
	Numerical Patterns • <i>Verbally count beyond 20, recognising the pattern of the counting system.</i> • <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i> • <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how</i>	Super sixes Maths mastery • Counting, ordinality and cardinality • Subitising • Composition • Comparison	I can rote count beyond 30. I can show patterns in numbers to 10 - odd/even and doubles. I can begin to understand that 1, 3, 5, 7, 9 are odd numbers and that 2, 4, 6, 8 and 10 are even numbers. I can share quantities equally.

	<i>quantities can be distributed equally.</i>		
	Shape, Space and Measure NO ELG	Children will explore height enhanced by the text 'Jack and the beanstalk' and 'Jasper and the Beanstalk' as a hook	I can compare and order objects by height - short/er, tall/er I can use simple non-standard units (cubes, blocks, hands, footsteps) to measure height
Understanding the World (Specific)	Past and Present <i>Talk about the lives of the people around them and their roles in society.</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Seaside past and present	I can talk about my family and their role in society. I can show similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside) I can discuss similarities and differences about the seaside now, and the seaside in the past.
	People, Culture and Communities <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> <i>Know some similarities and differences between different religious and cultural</i>	Draw information from a single map Make treasure maps Following a simple map Looking at a simple key Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps	I can draw information from a simple map. I can describe a journey within the local environment. I can talk about similarities and differences in the UK and other countries.

	<i>communities in this country, drawing on their experiences and what has been read in class.</i> <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</i>	How is the seaside different in different parts of the world? How are people's lives shaped by living by the sea e.g. diving for sponge in Greece	I know that some religious people have places which have special meaning to them. I can recognise a church and a mosque and use new vocabulary. I can describe thoughts and feelings when visiting a church.
	The Natural World <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i> <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	Explore the natural world around them and describe what they see, hear and feel whilst outside Visit the seaside and explore Explore feel of water and sand on our hands and feet in the outside area Explore the natural world around them, making observations and drawing pictures of animals and plants Observe and draw the lambs when they visit school Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Compare our school environment to the seaside Compare the seaside to other natural environments around the world Understand some important processes and changes in the natural world around them,	I can identify and recognise the features of Summer. I can discuss how there are many countries around the world. I can show I know about the features of the world – forests, rainforests, jungles, deserts and oceans. I can compare habitats (linking to prior learning) I can make simple predictions.

		including the seasons and changing states of matter Tides Sinking and floating	
Expressive Art and Design (Specific)	Creating with Materials <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i>	Creating with materials, effects, materials, tools and techniques Drawing landscapes Fish drawings Beach Collage Sand Art Lighthouses	I can use materials to explore sculpture. I can explore the work by key artists. I can identify texture, shape and colour. I can experiment with printing techniques. I can share creations, talk about process and What I would do next time. I can adapt work where necessary. To design and make models with a purpose. Listen attentively, move to and talk about music, expressing feelings and responses. I can watch and talk about dance and performance art, expressing their feelings and responses. I can play alongside others to develop storylines in role play or small world. Sings familiar songs.

	Being Imaginative and Expressive <i>Invent, adapt and recount narratives a story with peers and their teacher.</i> <i>Sing a range of well-known nursery rhymes and songs.</i> <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i>	Develop storylines in their pretend play Role play; Beach Small World; Seaside tuff tray Perform nursery rhymes/poems/stories	I can join in with whole school singing assemblies. I can create own compositions using a range of musical instruments. I can confidently join in role play with peers, contributing their ideas to narratives within a story. I can recognise a high and low pitch I can follow a simple notation (using pictures or symbols)
Intentional vocabulary	Weather: Seasons, Summer, Hot, Warm, sun Seaside - beach, location, Saltburn, Redcar, coast, harbour, feature, lighthouse, rockpool, cliff, sea creatures Port, pier Maths: odd, even, number bonds, full, half, capacity, container, tall/er, short/er, shortest, tallest empty, holds, ten frame, holiday. Cooking & Nutrition: recipe, ingredients, clean, germs, hygiene, scales, Healthy, unhealthy, fruit, vegetable, grow, balance Questioning - who, what, where, when, why and how. sleep - exercise - healthy - unhealthy - diet Creative - 2D, 3D, design, high - low - loud - quiet - tambourine - shakers PE- bend - high - low - direction - count Plants: Tree, leaf, flower, stem, seed, trunk, branch, leaves, flowers, petals, fruit, roots, bulb, living things		