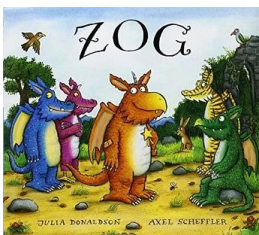
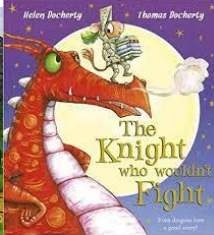
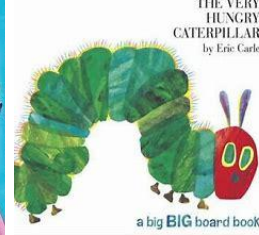


Hunton & Arrathorne EYFS Planning Summer 2

WHO LIVES IN A CASTLE LIKE THIS?

Books;	     
Hooks;	Dress up day
Special Days;	30 days wild month (June) World Environment day (5 th June), Fathers Day (20 th June)
Potential Trips;	Castle trip
Songs/Rhymes;	Ten in the bed The Grand Old Duke of York
Role Play;	Castle & Explorer

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> <i>Make comments about what they have heard and ask</i>	Learn new vocabulary - language linked to castles, historical and geographical vocabulary and exploring language from books Rhymes, poems and songs, Humpty Dumpty, The Grand Old Duke of York, Pussy Cat Pussy Cat, Sing a song of Sixpence, The Queen of Hearts, Old King Cole. Bag of songs Children to discuss and write about castles and their trip to a Castle.	<u>ELG - Listening, Attention and Understanding</u> 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. <u>ELG - Listening, Attention and Understanding</u>

	<i>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	Make comments about what they have heard and ask questions to clarify their understanding. <u>ELG - Listening, Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	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>	Offer explanations; How did they live in castle? Look at Similarities and differences from then and now. Curiosity cube - Look at a range of objects from the past to discuss what the children think they were used for/what could they of been.	<u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <u>ELG Speaking</u> 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.

Physical Development (Prime)	Gross Motor Skills - 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.	Use their core muscle strength to achieve a good posture when sitting at a table 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	<u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. <u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing. <u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	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.	Develop the foundations of a handwriting style which is fast, accurate and efficient Develop their small motor skills so that they can use a range of tools competently, safely and confidently Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Dough Disco/Letterjoin/Letters modelled in phonics/opportunities to write in guided and independent learning time Opportunities to use these and model to help improve skill and accuracy Begin to show accuracy and care when drawing Look at drawing accurately when drawing castles Look at different shapes and colours in drawing	<u>ELG Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. <u>ELG Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery. <u>ELG Fine Motor Skills</u> Begin to show accuracy and care when drawing
Personal Social and Emotional Development (Prime)	Self-regulation Show an understanding of their own feelings and those of others, and begin to	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	<u>ELG Self-regulation</u> Show an understanding of their own feelings and those of

	<i>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>	No-outsiders book and weekly assemblies are opportunities to discuss their feelings	others, and begin to regulate their behaviour accordingly. <u>ELG Self-regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <u>ELG Self-regulation</u> 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.
	Managing Self <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <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</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... Manages basic hygiene (dressing, toilet, food choices) As we are in summer children learn how to keep themselves well in the warm weather. Putting on their own sun hats, suncream and keeping hydrating.	<u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>ELG Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>ELG Managing Self</u>

	<i>the importance of healthy food choices.</i>		Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	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 and play cooperatively and takes turns Children continue to play games with rules with support from an adult with the rules Children to be more independent in their turn taking based on needs of children Build constructive and respectful relationships	<u>ELG Building Relationships</u> Work and play cooperatively and take turns with others. <u>ELG Building Relationships</u> Form positive attachments to adults and friendships with peers. <u>ELG Building Relationships</u> Show sensitivity to their own and to others' needs.
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>	Possible Stories/Books, Fiction and non-fiction books linked to Castles, Kings & Queens • Where the Wild things are • You Choose • George and the Dragon 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	<u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <u>ELG Comprehension</u> Anticipate - where appropriate - key events in stories. <u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-

			fiction, rhymes and poems and during role-play.
	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>	Little Wandle Morning tasks linked to taught graphemes/ phonemes Phonic assessments Poetry basket	<u>ELG Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs <u>ELG Reading</u> Read words consistent with their phonic knowledge by sound-blending. <u>ELG Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	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>	Children to draw and write about their weekends Potential writing experiences: • Invitation making • Card making • Poster making • Recount of castle trip • Story writing • Poem writing • Character descriptions • Sequencing stories (The Hungry Caterpillar, The Little Red Hen)	<u>ELG Writing</u> Write recognisable letters, most of which are correctly formed. <u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters. <u>ELG Writing</u>

			Write simple phrases and sentences that can be read by others. <u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
Mathematics (Specific)	Number <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>	Measurement - length Maths Mastery Review and assessing - subitising, composition, comparison, counting ordinality and cardinality	<u>ELG Number</u> Have a deep understanding of number 10, including the composition of each number. <u>ELG Number</u> Subitise (recognise quantities without counting) up to 5. <u>ELG Number</u> Automatically recall - without reference to rhymes, counting or other aids - number bonds up to 5. Recall some number bonds to 10, including doubling facts.
	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</i>	Maths Mastery Review and assessing - subitising, composition, comparison, counting ordinality and cardinality	<u>ELG Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. <u>ELG Numerical Patterns</u>

	<i>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 quantities can be distributed equally.</i>		Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity. <u>ELG Numerical Patterns</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Shape, Space and Measure	Children will explore length through the enhancement of the text 'Super worm'	<u>NO ELG</u> I can compare and order objects by length - short/er, long/er I can use simple non-standard units (cubes, blocks, hands, footsteps) to measure length. I can use positional language confidently to describe routes and locations (including maps and obstacle courses). I can begin to use time vocabulary linked to daily routines (morning, afternoon, evening, today, tomorrow).
Understanding the World (Specific)	Past and Present <i>Talk about the lives of the people around them and their roles in society.</i>	Compare and contrast characters from stories, including figures from the past Look at different heroes both real and fictional including significant individuals who have changed the world	<u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society.

	• <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 Look at how explorers have helped change things for the better in the world Know who Neil Armstrong, Amy Johnson, Christopher Columbus, Ranulph Fiennes are and say why they are famous	<u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.
	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 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,</i>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Look at different faiths and their beliefs and significant individuals in their faiths 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.	<u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <u>ELG People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <u>ELG People, Culture and Communities</u>

	<i>nonfiction texts and (when appropriate) maps.</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.
	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>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter;	<u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>ELG The Natural World</u> 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. <u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Art and Design (Specific)	Creating with Materials <i>Safely use and explore a variety of materials, tools and techniques, experimenting</i>	Artistic effects/materials/tools/techniques King and Queen and famous explorers portraits Crowns, jewellery, orb, sceptre	<u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with

	<i>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>		colour, design, texture, form and function. <u>ELG Creating with Materials</u> Share their creations, explaining the process they have used. <u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.
	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 themed based on interest e.g kings and queens, dressing up Small world ; castle, knights and dragons	<u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. <u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. <u>ELG Being Imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Intentional vocabulary	Castle: Knight, Dragon, Queen, Richmond, Bolton, Jervaulx, local, orb, sceptre, royal, jewellery, crown Maths: more, fewer, compare, equals, same as, half, double, halve, number bonds, days of the week, long/er, short/er, length Church, Mosque, beliefs, special books, special places, special stories, prayer, Bible, Jesus, God, believe, Weather/seasons: sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, summer leaves, falling baby - adult - child - growing - family - private parts Creative- high - low - loud - quiet - tambourine - shaker- primary colours, shade, shape, line PE - bend - copy - land - balance - jump
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