

Hunton & Arrathorne EYFS Planning Summer 1

OH I DO LIKE TO BE BESIDE THE SEASIDE!

Books;	
Hooks;	Message in a bottle
Special Days;	Ramadan (22 nd Mar-21 st Apr) Earth Day (22 nd Apr) St. Georges Day (23 rd Apr) Bee Day (20 th May)Vesak (23 rd May)
Trips;	Trip to the seaside - litter picking
Songs;	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 <ul style="list-style-type: none"> <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	To be able to listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. To understand questions such as who, what, where, when, why and how. To begin to understand humour.

	<ul style="list-style-type: none"> • <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> 	<p>They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning</p>	<p>To understand a range of complex sentence structures.</p>
	<p>Speaking</p> <ul style="list-style-type: none"> • <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> 	<p>Opportunities to discuss and learning how to express their ideas on:</p> <ul style="list-style-type: none"> • keeping safe in the summer. • how to keep safe at the seaside and around water. • How we can look after our world 	<p>To talk to a range of adults, confidently around school.</p> <p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</p>
	<p>Gross Motor Skills</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table</p>	<p>To learn to play as a team.</p>

Physical Development (Prime)	<ul style="list-style-type: none"> 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. 	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>To play by rules given and develop co-ordination.</p> <p>To learn to play against an opponent.</p> <p>To move confidently and fluently in a range of different ways.</p>
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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. 	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Opportunities to use these and model to help improve skill and accuracy</p> <p>Dough Disco/Letterjoin/Letters modelled in phonics/opportunities to write in guided and independent learning time</p> <p>Begin to show accuracy and care when drawing</p> <p>Look at drawing accurately when drawing landscapes and larger pictures</p>	<p>To hold scissors correctly and safely to cut out various materials and resources using skill and accuracy.</p> <p>To paint using thinner brushes.</p> <p>To form letters using the correct formation, control the size of letter considering where they sit on the given line.</p> <p>To create details in drawings, using a range of tools for accuracy.</p> <p>To independently use a knife and fork for all appropriate meals.</p>
Personal Social and Emotional Development (Prime)	<p>Self-regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<p>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</p>	<p>To talk about problems and feelings and how to overcome them.</p>

	<ul style="list-style-type: none"> • <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> 	<p>Provide children with approaches to resolve conflict.</p> <p>No-outsiders book and weekly assemblies are opportunities to discuss their feelings</p>	<p>To talk with others to resolve conflicts effectively.</p> <p>To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.</p>
	<p>Managing Self</p> <ul style="list-style-type: none"> • <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 the importance of healthy food choices.</i> 	<p>Confident to try new activities with resilience and perseverance</p> <p>Children encouraged to try new activities and foods as part of our learning</p> <p>Set challenges which encourage resilience and perseverance</p> <p>Look at 100 things to do...</p> <p>Continue to manage their basic hygiene (dressing, toilet, food choices)</p> <p>As we are in summer children learn how to keep themselves well in the hot weather</p> <p>Hydration and putting on their own hats and sun cream</p> <p>Children will have opportunity to learn to dress in school for PE</p>	<p>To show a good level of independence in their ability to manage their own basic needs.</p> <p>To independently put their uniform on including fasten zippers, buttons and buckles with minimal support.</p> <p>To show a 'can do' attitude to change and transitions in preparation for year 1.</p>
	<p>Building Relationships</p> <ul style="list-style-type: none"> • <i>Work and play cooperatively and take turns with others.</i> 	<p>Build constructive and respectful relationships</p> <p>Work on relationships based on needs of children, resolving conflict and compromising -</p>	<p>To develop relationships with other adults around the school - to support transition.</p>

	<ul style="list-style-type: none"> • <i>Form positive attachments to adults and friendships with peers.</i> • <i>Show sensitivity to their own and to others' needs.</i> 	<p>supported and modelled by adults, books to promote this - 'The Squirrels who squabbled'</p> <p>Children to continue to play games with rules</p> <p>Children if ready to be introduced to longer and more complex board games</p> <p>In their play children to develop their own games with rules that they follow and explain to others</p>	<p>To communicate with a range of people within school.</p> <p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.</p> <p>To have developed strong friendships.</p>
<p>Literacy (Specific)</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • <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> 	<p>Reading for pleasure</p> <p>Possible stories/books, fiction and non-fiction books linked to Seaside (see above)</p> <ul style="list-style-type: none"> • Lucy and Tom at the Seaside • Sneakers, the Seaside Cat • Under the Sea • Magic Beach • The Snail and the Whale <p>Answer questions during LW reading sessions</p> <p>Answer questions during story time - using VIPERS</p> <p>Encourage children to act out well known stories read to them</p> <p>Highlight, discuss and display vocabulary in texts read to them</p>	<p>To use vocabulary that is influenced by their experience of books.</p> <p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p> <p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p>
	<p>Word Reading</p> <ul style="list-style-type: none"> • <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</i> 	<p>Possible Stories/Books Fiction and non-fiction books linked to seaside;</p> <ul style="list-style-type: none"> • Sharing a shell • The singing mermaid • Seaside Poems • The Rainbow Fish <p>Morning tasks linked to taught graphemes/ phonemes</p>	<p>To recognise taught Phase 4 graphemes - see Little Wandle .</p> <p>To read phonetically decodable books matched to their phonics ability to build up their confidence in word reading, their fluency and</p>

	<p><i>with their phonic knowledge, including some common exception words.</i></p>	<p>Phonic assessments</p> <p>Poetry basket</p>	<p>their understanding and enjoyment.</p> <p>To begin to read longer captions and sentences using taught sounds.</p> <p>To read taught tricky words.</p>
	<p>Writing</p> <ul style="list-style-type: none"> <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> 	<p>Writing about half term/ weekend.</p> <p>Potential Writing Opportunities</p> <ul style="list-style-type: none"> Name writing Labels Captions and sentences Recounts Description Postcards Character/setting description Short stories <p>Drawing club</p> <p>Messenger Centre</p>	<p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Use a capital letter at the beginning of a sentence and a full stop at the end in class inputs.</p> <p>Use finger spaces most of the time in class inputs.</p> <p>Is able to write their first name and starting to write their surname independently.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to read their written work back and check for meaning.</p> <p>To form lower and capital letters correctly.</p>
<p>Mathematics (Specific)</p>	<p>Number</p>	<p>White Rose Maths SOW</p> <ul style="list-style-type: none"> To 20 and beyond 	<p>To recognise numbers to 20.</p>

	<ul style="list-style-type: none"> • <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> 	<ul style="list-style-type: none"> • How many now? • Manipulate, compose and decompose <p>Super Sixes Maths Mastery</p>	<p>To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10. To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones. To order numbers to 20. To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers. To find half of numbers up to 10. To share quantities equally. To combine groups of 2, 5 and 10s.</p>
	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • <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 quantities can be distributed equally.</i> 	<p>White Rose Maths SOW</p> <ul style="list-style-type: none"> • To 20 and beyond • How many now? • Manipulate, compose and decompose <p>Super Sixes Maths Mastery</p>	<p>To add two given quantities to find the total. To subtract a one digit from another one digit number. To count to 20 and beyond. To order numbers to 20. To double numbers up to 10. To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers. To find half of numbers up to 10. To share quantities equally. To combine groups of 2, 5 and 10s.</p>

Understanding the World (Specific)	<p>Past and Present</p> <ul style="list-style-type: none"> • <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> 	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Seaside past and present</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling (seaside)</p>
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • <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> 	<p>Draw information from a single map</p> <p>Make treasure maps</p> <p>Following a simple map</p> <p>Looking at a simple key</p> <p>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</p> <p>How is the seaside different in different parts of the world?</p> <p>How are people's lives shaped by living by the sea e.g. diving for sponge in Greece</p>	<p>To know that simple symbols are used to identify features on a map.</p> <p>To be able to describe a journey within the local environment.</p> <p>To be able to discuss similarities and differences about the seaside now, and the seaside in the past.</p>

	<p><i>nonfiction texts and (when appropriate) maps.</i></p>		
	<p>The Natural World</p> <ul style="list-style-type: none"> • <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> 	<p>Explore the natural world around them and describe what they see, hear and feel whilst outside</p> <p>Visit the seaside and explore</p> <p>Explore feel of water and sand on our hands and feet in the outside area</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Observe and draw the lambs when they visit school</p> <p>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</p> <p>Compare our school environment to the seaside</p> <p>Compare the seaside to other natural environments around the world</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Tides</p> <p>Sinking and floating</p>	<p>To identify and recognise the features of Summer.</p> <p>To know there are many countries around the world.</p> <p>To know about the features of the world - forests, rainforests, jungles, deserts and oceans.</p> <p>To know and compare habitats (linking to prior learning)</p>
<p>Expressive Art and Design (Specific)</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> 	<p>Creating with materials, effects, materials, tools and techniques</p> <p>Drawing landscapes</p> <p>Fish drawings</p> <p>Beach Collage</p> <p>Sand Art</p>	<p>To use materials to explore sculpture.</p> <p>To explore the work by key artists.</p>

	<ul style="list-style-type: none"> • <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> 	Lighthouses	<p>To be able to identify texture, shape and colour.</p> <p>To experiment with printing techniques.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary. To design and make models with a purpose. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Plays alongside others to develop storylines in role play or small world. Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</p>
	Being Imaginative and Expressive	Develop storylines in their pretend play Role play; Beach Small World; Seaside tuff tray	To join in with whole school singing assemblies.

	<ul style="list-style-type: none"> • <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> 	Perform nursery rhymes/poems/stories	<p>To create own compositions using a range of musical instruments.</p> <p>To confidently join in role play with peers, contributing their ideas to narratives within a story.</p>
Intentional vocabulary	<p>Weather: Seasons, Summer, Hot, Warm, sun Celebration: Ramadan, St George, Vesak Seaside - beach, location, Saltburn, Redcar, coast, harbour, feature, lighthouse, rockpool, cliff, sea creatures Port, pier Safe, Water, lifeguard, protect, warn Plants: Tree, leaf, flower, stem, seed, trunk, branch, leaves, flowers, petals, fruit, roots, bulb, living things Maths: odd, even, manipulate, compose, decompose Cooking & Nutrition: Food, cooking, baking, recipe, ingredients, meal, snack, healthy, diet, measure, clean, germs, hygiene, scales Questioning - who, what, where, when, why and how.</p>		