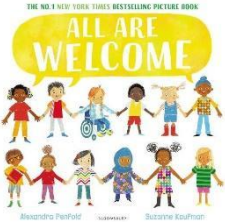


EYFS Summer 2 Our World	Topic/theme	Core text	Experience	Activities, objectives and tasks
Vocab: People, places, nature, time				
Assessment: Little Wandle end of phase assessment (inc backdating), NCTEM maths assessment, individual assessment sheets (objectives outlined in EKO assessment doc), assessed writing opportunity, EYs data capture				
Week 1 (4 days)	Our World: 	Whoever you are by Mem Fox Welcome to our World by Moira Butterfield	<u>Know your children week</u>	Speaking: Express their ideas and feelings about their experiences; their family, the food they eat, the clothes they wear and the house they live in. Respond to the core texts in one-to-one discussions. Use the role play area to reflect other cultures and traditions (such as a variety of food, different styles of clothing, greetings, photos of beaches/families eating/landmarks from around the world).. SG1, SG3, PCG1, PCG2, PCG3, PPG1 Writing: Create a poster about themselves (using a photo of themselves with their family) - their family, the food they eat, the clothes they wear and the house they live in. Write simple captions or sentences that can be read by others. WG1, PPG1, PCG1 Topic: Explore non-fiction texts and maps of the local environment and some countries from around the world (linked to core text). Have breakfast from around the world. Discuss the similarities and differences between us. PCG1, PCG2, PCG3
Week 2	Our World: People Who Help Us - Our School	At the same moment around the world Clothesline clues to Jobs People Do	<u>Maths Assessment week</u> A guest story teller will visit each class everyday to read a story (Head, year 1 teacher, deputy, cleaner) - guest	Speaking: Role play to become a school - add everyday items such as phones, cameras, old tablets. Have a range of job 'accessories' that can be used to extend their ideas and play (hats, walkie talkie, clipboard, hi-viz etc) Respond and ask questions to different members of staff from the school. SG1, SG3, PCG1, LG1, PPG1

			visitors can talk about their role in the school before sharing their favourite story.	Writing: Write a list of jobs around our school whilst touring the schools and interviewing our grown ups. WG1, WG2, PPG1 Topic: Explore and look for jobs that happen around our school (cooks, office, head teacher, caretaker etc) - this will be through a tour of the school and talking to members of staff. Create a map of our classroom, labelling the areas. Learn and sing rhymes and stories and perform these to the nursery children (as teachers). PPG1, IG2, IG3
Week 3	Our World: People Who Help Us - Jobs around us 	At the same moment around the world Clothesline clues to Jobs People Do	<u>Writing assessment week</u> Sports Day Visit Hangleton or Benfield Library Visit from a parent who has a 'helpful job'!	Speaking: Role play emergency services – real life experiences (creating vets, drs, hospital, police station to role play in). SG1, SG3, PCG1, LG1, PPG1 Writing: Daily superstar writing - <u>assessment</u> WG1, WG2, WG3 Topic: Design and create an emergency vehicle using recycled materials, extending our thinking by considering; How can we make the wheels turn on our vehicles?. Explore and talk about parts of our bodies, especially our teeth and the importance of caring for them. Draw a map of our local community - labelling the different places we visit/people work (Sainsburys, Tesco, Post Office, Vets, Bakery, Butchers, Coffee Shop, Library, Bus stop). Visit and take out a book from Hangleton/Benfield Library. CMG1, CMG2, PPG1, PCG1, PCG3
Week 4	Our World: The Natural World around us		<u>EYs data submitted</u> Nature walk Weather watchers	Speaking: Become a 'Weather Watcher' - spend time outside each day, observing and responding to the weather. Go on a nature walk, making observations. SG2, SG3 Writing: Using the photos from our nature walk; respond and write about what they see, they found or noticed. WG3, NWG1

				Topic: Go on a nature walk; exploring the natural world around us. Draw pictures of the plants and trees, make rubbings of leaves on the ground or the bark, take photos to use as writing stimulus. Look for minibeasts and observe the birds. Read a range of picture books about animals, wildlife and being outdoors. NW1, CG1, CG3
Week 5	Our World: Summer 	Shirley Hughes poetry; Out and About	Visit our adopted tree Seasonal walk around the school grounds Shadow play	Speaking: Make a seasonal walk around the school grounds, making comparisons with the other three seasons we have learnt about. What do we notice now we are in the season, summer? NWG1, NWG3 Writing: Year 1 assessment piece to pass up to their new teacher: Writing about the season of summer. WG1, WG2, WG3, IG3 Topic: Explore summer weather. Observe the sun making shadows with chalk on the ground – does your shadow move over the course of the day? Make a sun catcher and share their creation to a small group - considering what materials were successful and does it work? Set a goal for the summer holidays (this could be linked to their learning, an aspiration or somewhere they would like to visit) CMG1, CMG2, NWG1, NWG3, SRG2
Week 6/7	Our World: We Are Welcome (Transition focus) 	We are Welcome	Plenty of opportunities for meeting our year 1 teachers, visiting our new classrooms and talking to our year 1 friends. Build in lots of time for outside play, exploring forest	Speaking: Think and ask questions to our year 1 teachers and current year 1 friends. Celebrate ourselves by talking about how much we have grown, learnt and changed. SRG1, SRG2, SRG3, SG1, SG3 Writing: Write a note or letter to our year 1 teacher with something we would like them to know about us. Our new teacher will write back! WG3 Read and make comparisons with 'We are Welcome' Topic: Talk about how much we have grown, learnt and changed. Compare photos of when we started school with now. Talk about how they feel ending REC and

			school, story reading outside.	moving on to year 1. Set a goal for year 1 and send this onto their new teacher. Using clay; design and make a plaque, cup or medal. SRG1, SRG2, SRG3, PPG2
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In addition to the above objectives the curriculum will be covered as outlined:

Reading - Little Wandle phonic lessons and guided reading

Comprehension - Through the reading and sharing of high quality texts daily (with a main focus on inference)

Mathematics - NCTEM planning and teaching (including small group work and continuous provision)

Listening, attention and understanding - Through high quality role play, inside and outside, quality first teaching and a well considered learning environment

PSED - Jigsaw ()

PD - Complete PE ()