



<b><u>EYFS</u></b>	<b><u>Term 3: Summer 1</u></b>	<b><u>Enquiry question: Fairy Tales/Traditional Stories/Dinosaurs – What do books help us learn about the past?</u></b>		
	<b>Essential knowledge:</b>	<b>Essential vocabulary</b>	<b>Reception</b>	<b>ELG</b>
<b><u>Personal, Social and Emotional Development</u></b>	<b><u>Building relationships</u></b>  To know how to listen to others.  To know how to play cooperatively and share with others.  To know how to be sensitive and understand the need to be sensitive to their own and other's needs.  To know a range of feelings.  To understand that everyone is different and that people might think or feel different to them.	Sharing Taking turns cooperate kind listen friendships Feelings-happy, sad, upset, scared, excited, angry, worried sensitive Right Wrong Similar Different opinion	To build constructive and respectful relationships.	Work and play cooperatively and take turns with others.  Show sensitivity to their own and to others' needs.
	<b><u>Self-Regulation</u></b>  To know what is kind and considerate behaviour.  To know a range of their feelings and how to express this.  To know strategies to support themselves in the face of frustration.  To understand how to treat other children with	Kind Considerate Feelings Take turns Challenges Tidy up Rules Let's share Can I have ago Please? Thank you	Express their feelings and consider the feelings of others.  To be able to identify and moderate their own feelings emotionally and socially.  Think about the	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.

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	respect. To know how to deal with challenges.	My turn next Can you help me please?	perspectives of others.	
	<p><b><u>Managing Self</u></b></p> <p>To know what their interests/likes/dislikes are.</p> <p>To understand what a goal is and how they could work towards it.</p> <p>To understand and follow class rules.</p> <p>To know why they are valuable.</p> <p>To know about resilience and perseverance.</p> <p>To know how to manage own needs.</p> <p>To know practices that support good hygiene.</p> <p>To understand the importance of being healthy.</p> <p>To know how to solve a problem.</p>	<p>Like. Dislike</p> <p>Interests</p> <p>achievements</p> <p>Good hygiene</p> <p>Healthy foods</p> <p>Fruit</p> <p>Vegetables</p> <p>Hands feet and objects to your self</p> <p>Carpet rules</p> <p>Good listening</p> <p>Good sitting</p> <p>Hands up</p> <p>No shouting out</p> <p>Carpet voice</p> <p>Walk sensibly</p> <p>Stand smartly</p> <p>Resilience</p> <p>Perseverance</p> <p>Independently</p> <p>Goals</p> <p>Problem solving</p>	<p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

<b>Communication and Language</b>	<p><b><u>Listening, Attention and Understanding</u></b></p> <p>To know how to ask questions.</p> <p>To know how to respond to a question including who, where, when, why, how.</p>	<p>Listen</p> <p>Question-who, where, why, when, how</p> <p>First, then, next, after that</p>	<p>Ask questions to find out more and to check they understand what has been said to them and respond back in</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when</p>
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	<p>To be able to take turns in conversation with an adult or with a group.</p> <p>To understand what is happening linked to what is read.</p> <p>To know what a plot is.</p> <p>To know what characters are.</p> <p>To know that stories need to be said in the correct order.</p>	<p>Plot</p> <p>Characters</p> <p>Problem</p> <p>Illustrations</p> <p>Fiction</p> <p>Non-fiction</p> <p>Own experiences</p>	<p>groups or with an adult.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>being read to and during whole class discussions and small group interactions.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher.</p>
	<p><b><u>Speaking</u></b></p> <p>To know how to articulate their ideas and thoughts when talking about things using complete sentences.</p> <p>Know the meaning of new words and key vocabulary used.</p> <p>To be able to retell and repeat a story that they have heard.</p> <p>To be able to explain their thinking.</p> <p>Know why things might happen and language to explain.</p>	<p>Vocabulary</p> <p>Illustrations</p> <p>Fiction</p> <p>Non-fiction</p> <p>Describe</p> <p>Explain</p> <p>Problem</p> <p>Because</p> <p>And</p> <p>But</p> <p>Retell</p> <p>Repeat</p> <p>Order</p> <p>So that</p> <p>I think</p> <p>You could</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own</p>	<p>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.</p>



		It might be	<p>words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	
<p><b><u>Physical Development</u></b></p>	<p><b><u>Gross Motor Skills</u></b></p> <p>To know how to negotiate space, safely with consideration for others.</p> <p>To know how to demonstrate balance and co-ordination.</p> <p>To be able to demonstrate strength.</p> <p>To know how to combine different movements with ease and fluency.</p>	<p>Strength</p> <p>Coordination</p> <p>balance</p> <p>Heart Beat</p> <p>Breath</p> <p>Carefully</p> <p>Sensibly</p> <p>Safely</p> <p>Dance</p> <p>Gymnastics</p> <p>Combine</p> <p>Speed</p> <p>Direction</p>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics.</p> <p>Combine different</p>	<p>Demonstrate strength, balance and co-ordination when playing.</p>

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		Movement	movements with ease and fluency.  Develop overall body-strength, balance, co-ordination and agility.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
	<b><u>Fine Motor Skills</u></b>  To know the formation of letters.  To know the importance of exercise, healthy eating and sleep.  To know ways to keep safe such as walking on a path.	Letter formation exercise Healthy eating Safely	Develop the foundations of a handwriting style which is fast, accurate and efficient.  Know and talk about the different factors that support their overall health and wellbeing.	Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases.  Begin to show accuracy and care when drawing.
<b><u>Literacy</u></b>	<b><u>Comprehension</u></b>  To know how to build up fluency in word reading.  To understand what has been read to them.  To understand key vocabulary used within a text.	Words Print Re read Fluently	To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary



	<p><b><u>Word Reading</u></b></p> <p>To know the sounds of letters and letter groups.</p> <p>To know how to blend sounds into words.</p> <p>To know simple exception words by sight.</p>	<p>Fiction Non-fiction books Author Illustrator Blurb Front cover Sentence Start, end Blend Sounds Letters Tricky words Digraph Phonemes phrases</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<p><b><u>Writing</u></b></p> <p>To use phonic knowledge to spell simple words.</p> <p>To know how to segment words to support them with writing them.</p> <p>To know how to spell some tricky words.</p> <p>To know where to include a capital letter and full stop in sentences.</p>	<p>Capital letters Lower case letters spell Re-read Full stops Sounds</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write simple phrases and sentences that can be read by others.</p>



<b><u>Mathematics</u></b>	<p><b><u>Number</u></b></p> <p>Recognise, count and order numbers 1-20.</p> <p>To know the composition of numbers up to 10.</p> <p>To know how to add and subtract.</p> <p>To know some number bonds up to 10.</p> <p>To know how to double a number.</p>	<p>Numbers 1 to 20</p> <p>Composition</p> <p>Addition</p> <p>Subtraction</p> <p>Altogether</p> <p>Number bonds</p> <p>How many left?</p> <p>Part, part, whole</p> <p>Number stories</p> <p>Double</p>	<p>Explore the composition of numbers to 10.</p> <p>To be able to recognise numbers 1-20.</p> <p>Automatically recall number bonds for numbers 0-10.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>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.</p>
	<p><b><u>Numerical Patterns</u></b></p> <p>To know what more and less means.</p> <p>To know 1 more and 1 less up to 10.</p> <p>To recognise and name 2D and 3D shapes and their properties.</p> <p>To understand the terms length, weight and capacity.</p> <p>To know what an odd and even number is.</p> <p>To know how to double a number.</p>	<p>Count, order, 1 more, 1 less.</p> <p>Shapes - Circle, triangle, square, rectangle, cuboids, cubes, sides, corners, flat, straight, curved, round, big, small</p> <p>Greater than/less than</p> <p>Even number</p> <p>Odd number</p> <p>Compare</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Explore the composition of numbers to 10.</p> <p>To compare length, weight and capacity.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>



	To know how to share equally a given amount of objects.	Weight Length Capacity Double Share equally		
<b><u>Understanding the World</u></b>	<p><b><u>Past and Present</u></b></p> <p>To know what the word past and present means.</p> <p>To know what compare means linked to similarities and differences.</p> <p>To know different types of transport and if it's old or new.</p> <p>To know what a Prince and Princess is.</p> <p>To know what a castle is.</p> <p>To know dinosaurs used to exist.</p>	<p>Past Present Compare Contrast Characters Castles Princess/Prince Rich/poor Dinosaurs Transport Horse and Carriage Limousine Old/new</p>	<p>Comment on images of familiar situations in the past.</p> <p>To compare and contrast characters from stories, including figures from the past.</p>	<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>Understand the past through events encountered in books read in class.</p>
	<p><b><u>People, Culture and Communities</u></b></p> <p>To know what their own environment looks like and what is in it.</p> <p>To know what the similarities and differences are between the environment they live in now and the one when dinosaurs were around.</p>	<p>Environment Same Different Compare Observe Forests Roads</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>
	<p><b><u>The Natural world</u></b></p> <p>To know what our senses are and to use these to</p>	<p>Senses-see, hear, feel, smell, touch</p>	<p>Explore the natural world around them.</p>	<p>Explore the natural world around them, making observations</p>



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	<p>explore.</p> <p>To know the different seasons, what these look like and what changes occur.</p>	<p>Seasons Autumn, winter, spring, summer Weather Environment Natural world Observe</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>and drawing pictures of animals and plants.</p>
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<p><b><u>Expressive Arts and Design</u></b></p>	<p><b><u>Creating with materials.</u></b></p> <p>To know what materials, resources, tools and techniques to use for the best effect.</p> <p>To know how to use tools safely.</p> <p>To know how to join different textures and materials to create an effect.</p> <p>To know how props how support them in their play.</p>	<p>Creation Explain Materials Tools Techniques Construct Colour mixing Design Develop Texture Function Problems Reflect/explain Props Role play Characters</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
	<p><b><u>Being imaginative and Expressive</u></b></p> <p>To know how to use role play and small world to create a narrative.</p> <p>To know a range of songs to sing.</p>	<p>Role play Instruments Pitch Melody Rhythm Pulse</p>	<p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs,</p>

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	To know a range of dance moves.  To know key words such as beat, pitch, rhythm, pulse and melody and how to respond to these.	Beat Patterns Changes Perform Dance Echo Repeat Imagination	and following the melody.  Explore and engage in music making and dance, performing solo or in groups.	rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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<u>Linked texts</u>	<u>Explicit SMSC</u>
The Three Little Pigs-houses –today and in the past-Castles  Cinderella -Transport from the past-horses, carriages-compare  The Princess and the Pea - castles  Dinosaurs-compare past and present	Similarities and differences between us