

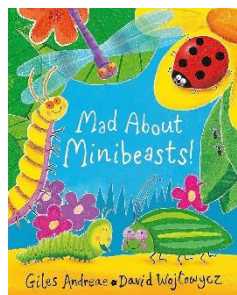
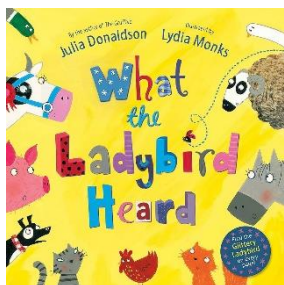
Early Years Curriculum Overview

Summer 1

Summer 1 – Minibeasts and Farm Animals

This half term our learning themes are minibeasts and farm animals. Throughout our learning we will also be learning about the following events and festivals:

Seasonal Changes
Eid



These are our key texts that we will be using as a basis to plan activities from. Children will be encouraged to talk about and retell these stories.

At Home:

Can you find any minibeasts in your garden?
How many farm animals can you name?


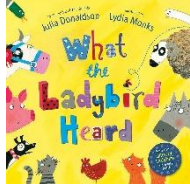
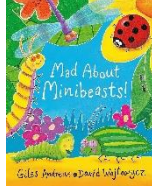




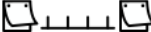















Key Vocabulary

minibeast
insect
habitat
environment
millipede
centipede
woodlouse
slug
snail
butterfly
ladybird
grasshopper
dragonfly

Key Knowledge

- To know the names of different minibeasts
- To know where different minibeasts live
- To know what is meant by the terms environment and habitat
- Understand that information can be found in books and online
- To know that different minibeasts live in different countries
- To understand the term insect
- To name and describe a range of minibeasts
- Know some facts about insects and minibeasts

Summer 1 – Minibeasts and Farm Animals

Area of Learning	Learning Overview				
 <p>Key Texts</p>					
 <p>Communication & Language</p>	 <p>Listen carefully for extended periods of time in different contexts.</p>	 <p>Be aware of times to talk and times to listen.</p>	 <p>Follow instructions independently and accurately.</p>	 <p>Describe events in detail and use tenses correctly.</p>	
	 <p>Use varied vocabulary in different contexts and express themselves using full sentences.</p>	 <p>Volunteer own ideas in a range of situations.</p>	 <p>Hold a two-way conversation, responding appropriately to what the other person says.</p>	 <p>Listen to, and respond to, fiction and non-fiction texts. Respond with relevant questions to clarify understanding.</p>	
 <p>Personal, Social & Emotional Development</p>	 <p>Talk about and name a range of emotions and identify them in others.</p>	 <p>Know how to respond to different emotions – both their own and others.</p>	 <p>Talk about ways they can calm down and relax. Identify activities that make them happy.</p>	 <p>Know that there is a trusted adult to speak to.</p>	 <p>To know that if anything makes you feel uncomfortable you need to speak to a trusted adult.</p>
	 <p>Develop use of makaton signs</p>	 <p>Embed use of visual timetables.</p>	 <p>Complete a range of activities independently</p>	 <p>Learn about Eid and find out about how people celebrate.</p>	 <p>Work cooperatively with others.</p>















Early Years Foundation Stage Curriculum Overview



 <p>Physical Development</p>	 <p>Use a pedal bike and manoeuvre safely.</p>	 <p>Fasten own coat and shoes independently.</p>	 <p>Secure a pencil grip which allows for accurate letter formation.</p>	 <p>Embed good sitting when working at a table or sitting on the carpet.</p>	 <p>Competently use scissors safely and confidently</p>
	 <p>Kick a ball at a target with increasing accuracy.</p>	 <p>Use a knife and fork to cut own lunch independently</p>	 <p>To move with confidence and control and put sequences of movement together.</p>	 <p>Get changed and unchanged independently, including putting clothes the right way around.</p>	 <p>To be able to create detailed pictures</p>
 <p>Literacy</p>	 <p>Explore the meaning of new vocabulary and use within own conversations.</p>	 <p>Recognise non-fiction books and talk about what they have learnt</p>	<p>sh</p> <p>Recall all single letter sounds and digraphs taught so far.</p>	<p>abc</p> <p>Form lower case letters and capital letters using phonic rhymes to support.</p>	
	 <p>Apply phonic knowledge to read simple sentences independently.</p>	 <p>Write short captions with increased independence.</p>	 <p>Write some high frequency words accurately.</p>	 <p>Re-read what is written to check it makes sense.</p>	
 <p>Mathematics</p>	<p>20</p> <p>Recite numbers to 20 and beyond</p>	 <p>Count back from any given number.</p>	 <p>Count back from 10 and then 20.</p>	 <p>Subitise to 5 using random patterns.</p>	 <p>Use apparatus to explore numbers up to 10.</p>
	 <p>Solve simple addition and subtraction problems.</p>	<p>10</p> <p>Write numerals to at least 10.</p>	 <p>Find and recall 1 more or less than a given number to 10.</p>	 <p>Compare quantities up to 10.</p>	 <p>To understand the concept of halving, sharing and doubling.</p>

Early Years Foundation Stage Curriculum Overview



 Understanding the World	 Learn about minibeasts and find out what an insect is.	 Notice and talk about seasonal changes.	 To learn about what happens on a farm.
	 To know the names of farm animals and their young.	 To know when their own birthday is.	 To learn about the celebration of Eid.
 Expressive Arts & Design	 Know a range of rhymes and songs by heart	 Use percussion instruments to tap out rhythms and known songs and rhymes.	 To move/clap in time to music.
	 Talk about how music makes you feel.	 Make increasingly detailed representations of objects.	 Create a plan before starting to make something – explaining techniques and materials used.