



## Near and Far!



## Seasons/Natural world: Summer



### Why This? Why Now?

This term the children will begin a smooth transition programme to help them prepare for starting Year 1. They will be slowly introduced to a more formal and structured curriculum. The EYFS curriculum has equipped the children to have a broad range of knowledge and skills that provide the right foundation to start the National curriculum. The Foundation Stage Profile will be completed, during the summer term, where children will be assessed against each of the 17 Early Learning Goals.

The children will continue to explore the natural world around them and the local environment. They will compare life in Normanby today to how it was in the past. Comparisons will also be made between living in Normanby and the life of children living in different countries around the world. There will be lots of walking during the term and some children will direct us to walk to their houses! We will be busy sowing seeds and planting summer bedding and sunflowers, as we care for them and watch them grow. Children around school will also be able to see our colourful FS2 garden!

The children will know all about what Year 1 will be like and so will our bears who will go to Year 1 in September too!

### Area of learning & development: Communication and language

### OVERVIEW

Retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in own words.

Use talk to help work out problems and organise thinking and activities.

Ask questions to find out more and to check they understand what has been said to them.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Author of the term – Julia Donaldson. What the Ladybird Heard. Monkey Puzzle. A Squash and a Squeeze.  
 The Very Hungry Caterpillar. Jack and the Beanstalk.

Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be ...'  
 Ask 'why', 'how do you know', and 'I wonder how' questions.

Area of learning & development: Personal, social and emotional development	OVERVIEW
<p>Manage their own needs and personal hygiene.            Know and talk about the different factors that support their overall health and wellbeing.            Make healthy food choices.            Express their feelings and consider the feelings of others.            Think about the perspectives of others.            Show resilience and perseverance in the face of challenge.            Think about the perspectives of others.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Circle Time/discussions/activities:            Why are girls and boys bodies different?            What do we call the different parts of girls and boy's bodies?            Why and when do I need to wash my hands?            How do I keep myself safe in the sun?            What do I have to do to be healthy? Market place activity.            Read stories about facing challenges. How do they overcome them?            Problem solving activities linked to activities in all areas.</p> <p>Set own goals and plan how they will be achieved. How can problems be resolved?            STAR awards – how can you achieve one?</p>
Area of learning & development: Physical Development	OVERVIEW
<p>Revise and refine the fundamental movement skills            Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Develop some basic orienteering skills.</p> <p>Develop and refine a range of skills using small apparatus.            Safely use a range of large and small apparatus indoors and outside, alone and in a group.            Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.            Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Daily mile – up to 10 laps. How many can we run?            Athletics: Fundamental movements. Quick change of speed and movement.</p> <p>Physical challenges: climbing higher, running faster, jumping further.            Balanceability bike programme: sports partnership. 4 sessions. Follow-up.            Orienteering. Support children to use a map, compass and to gauge distance.</p> <p>Play games involving different skills and varying equipment of different properties and sizes. Bean bags, balls, quoits, other equipment.            Team games involving problem solving. Make up own games and rules.</p> <p>Hold pencils, scissors, brushes, cutlery correctly and with good control.            Letter formation: automatic, efficient and fluent.</p>
Area of learning & development: Literacy	OVERVIEW

**Phonics: Letters and Sounds Phase 4**

Say a sound for each letter in the alphabet and at least 10 digraphs.  
Blend sounds into words.  
Read common exception words matched to the school’s phonic programme.

**Reading**

Develop a love of sharing books.  
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.  
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.

**Writing**

Write and recognise their names.  
Form lower-case and capital letters correctly.  
Segment (spell short words) using these sounds.  
Write simple phrases and sentences that can be read by others.  
Use a capital at the beginning , and for names and a full stop at the end.  
Re-read what they have written to check that it makes sense.  
Write for different purposes and audiences.

Read all GPCs and digraphs.  
Read cvc, ccvc and cvcc words made up of known letter – sound correspondences. Oral and using written letters. Read two-syllable words.  
Tricky words: have, like, some, come, were, there, little, one, do, when, out, what

2 story books to share at home each week.  
Phonic book matched phonetically – read 3 x times weekly in school. Keep at home for 1 week. Model re-reading words ongoing as the sentence is read.  
Read sentences and books independently, with some fluency.  
Read with understanding , talk about what has been read and answer questions.

Practise writing full name.  
Letter formation – consolidate letter formation families, capital letter formation  
Spell cvc, ccvc, cvcc words orally and using letters. Spell two-syllable words  
Spell tricky words.  
Write simple sentences with known sounds and words and with a full stop.  
Recount events and stories.  
Write letters, invites, notes, label maps, write directions.  
Model re-reading writing – ongoing as the sentence is written.

Area of learning & development: Mathematics

**OVERVIEW**

**Number**

Verbally count beyond 20, recognising the pattern of the counting system.  
Have a deep understanding of number to 10, including the composition of each number.  
  
Automatically recall number bonds for numbers 0–5 and some to 10.  
  
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Count in different situations, count children, how long it takes to do an action, activity. Count along number tracks.  
Leaves/flower buds on summer plants/sunflowers: count as they grow.  
Minibeasts: count, collect and record information.  
Problem solving activities for composition of each number to 10.  
Number bonds to 10: numicon, tens frame.  
Make predictions in stories, rhymes, experiments. Problem solving: 1 more/less.  
Doubling, sharing.

Know what one more/one is less between consecutive numbers up to 10.

**Shape, space, measures**  
 Use positional and directional language to describe objects and people.  
 Solve real world mathematical problems with with shapes, space and measures.

Compare length, weight and capacity using comparative language, e.g, smaller, heavier, lighter.  
 Use positional and directional language to describe objects and people.

Design an obstacle course – draw a map. Map of the route from home to school.  
 Problem solving activities linked to activities throughout FS2, stories and experiments: Three Little Pigs, The Smartest Giant in town, Supertato, Cinderella.  
 Compare/measure summer bedding plants/sunflowers.  
 Book Club: Children count money and support recording information. Super Duper shop assistants.

Area of learning & development: Understanding the world

**OVERVIEW**

**Comment on images of familiar situations in the past.**  
 Organise events using basic chronology, recognising that things happened before they were born.  
 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Pictures, stories, artefacts, accounts from the past: similarities/differences.  
 Normanby walk: The old school, Methodist Church (photos of old church/visit new church), Zoe’s place, old/new houses.  
 Visitors to school to talk about Normanby and their life: Family members, friends and Normanby Historical Society.

**Draw information from a simple map.**  
 Know the name of the road and town that our school is located in.

Look at simple maps. Draw a map of the route to school and around the school indoor/outdoor environment.  
 Aerial views of the school setting, what can you notice? Buildings, open space, roads.  
 Visit children’s houses – child directs everyone to get there.

**Recognise some similarities and differences between life in this country and life in other countries.**  
 Explore places in the world that contrast with locations we know well.  
 Use vocabulary to describe contrasting locations.

Images, video clips, shared texts to bring the wider world into the classroom.  
 How are children’s lives in other countries similar or different? How do they get to school? What do they eat? Where do they live?  
 Links with family/friends who live in different countries, e.g., Australia, Spain

**Recognise some environments that are different from the one in which they live.**  
 Name features of contrasting environments within local and national region.  
 Use vocabulary to name specific features of the world, both natural and made by people.  
 Name and describe plants and animals.

Woodland centre visit: – compare Eston hills to Normanby High Street, Industry, allotments.  
 Farm visit: Big Sheep, Little Cow.  
 Focus on different animals – pets, wild animals, jungle, sea animals etc. What animals live in our country? Where do other animals live?

**Recognise that people have different beliefs and celebrate special times in different ways.**

**Seasons/Natural World: Summer**

Understand the effect of changing seasons on the natural world around them.  
Describe what they see, hear and feel whilst outside.  
Touch, smell and hear the natural world around them.

**Computing**

Talks about why things happen and how things work.  
Independently use equipment and programmes.  
Beebots: develop basic skills and concepts of coding: commands/sequencing,

Belonging/family: weddings – Christian/Hindu  
Father’s day.

Identify signs of summer – Outdoor walk – what can we find? Compare a tree.  
Observe weather and seasonal features – compare throughout the day/week.  
How do we care for the natural world around us?  
Investigate why things happen and talk about what they see. Why do plants grow?  
How do worms live in soil?

Use iPads, programmes, seesaw and other devices.

Program Beebots to move in different directions/distances/turn to get from one place to another, e.g., school to Normanby.

Area of learning & development: Expressive arts and design

**OVERVIEW**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Create collaboratively, sharing ideas, resources, and skills.

Explore and engage in music making and dance, performing solo or in groups.  
Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.  
Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.

Develop storylines in their pretend play.  
Be able to decide which role they might want to play and learning how to negotiate, be patient and solve conflicts.

Observe sunflowers.  
Artist: Georgia O'Keefe – draw flowers.  
Vincent Van Gogh – sunflowers painting.  
Draw own sunflower.  
Small group work together to create sunflower paintings/drawing.

Different kinds of music from across the globe, pop, traditional, classical.  
Sing songs from around the world:

Dance to known songs, dances and copy dances from around the world.  
Create own dance moves using steps and techniques.

Related world costumes and props to incorporate into their pretend play in Boogie room and role-play areas.

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts	
Where do I live? What will it be like in Y1? What have I learnt in Reception? What am I proud of?	Farm visit Walk around Normanby: focus on shops, buildings, places of worship. Walk to some children’s houses. Visit Woodland Centre/Eston hills.	Julia Donaldson. What the Ladybird Heard. Monkey Puzzle. A Squash and a Squeeze. The Very Hungry Caterpillar. Jack and the Beanstalk.	
Supporting Your Child at Home		Vocabulary	
Join CBeebies for this podcast all about down on the farm in summer. <a href="https://www.bbc.co.uk/cbeebies/radio/down-on-the-farm-summer">https://www.bbc.co.uk/cbeebies/radio/down-on-the-farm-summer</a>  Find out which pairs of numbers add together to make ten with the numberblocks. <a href="https://www.bbc.co.uk/iplayer/episode/b08q3zx7/numberblocks-series-2-blast-off">https://www.bbc.co.uk/iplayer/episode/b08q3zx7/numberblocks-series-2-blast-off</a>		vagina penis estimate double share orienteering local national wedding map route	country world distance sow seed technique choreograph technique