

Communication and Language	Physical Development	Personal Social Emotional Development
<p>Listening Ask questions to help their understanding. Engage in a conversation with my friends and teachers. Listen attentively and respond for a sustained amount of time.</p> <p>Speaking Speak in full sentences using a range of tenses. Express ideas and feelings with confidence. Use conjunctions with support to connect ideas. Confidently talk to adults around the school.</p> <p>Vocabulary Adult Lead. Through adult led and independent activities children have opportunities to develop listening attention and understanding. Use new words through the day that they have heard from stories, non-fiction, rhyme and poems.</p>	<p>Core Skills/Stability - In PE lessons and Forest School and during play activities: Participate in Sports day using skills taught over the year.</p> <p>Fine To hold a pencil effectively using the tripod grip. Use a range of small tools safely and with control To draw adding detail.</p>	<p>Self-Regulation To follow instructions accurately with several ideas or actions. Respond appropriately even when engaged in an activity. Regulate behaviour in a variety of situations. Focus through whole class teaching.</p> <p>Managing Self To manage all basic hygiene and personal needs eg. Toileting and dressing. Be confident in trying new activities, show independence, resilience and perseverance in the face of a challenge. Understand the importance of healthy food choices.</p> <p>Building relationships To have lots of friends and positive friendships. Show sensitivity to their own and others' needs.</p>
	<p><i>Summer Term 2 - Cycle B</i></p> <p><i>EYFS</i></p> <p><i>Ramshaw Primary School</i></p>	<p style="text-align: center;">Expressive Arts and Design</p> <p><u>Art - Natural Sculptures</u> To explore natural materials. Use and explore a range of techniques. Design a product thinking about colour and texture.</p> <p><u>Music - Sing Up</u> Sing a range of well-known Nursery Rhymes everyday.</p>

		<p>Perform songs and rhymes to try to move in time with the music.</p> <p>Listen carefully to music.</p> <p>Invent own narratives using costumes and resources.</p>
Literacy	Maths	Understanding the World
<p>Book to be decided dependent on the cohort and interests of the children.</p> <p>To write a simple sentence.</p> <p>Read their simple sentence.</p> <p>Adult to read their simple sentence.</p> <p>Write all upper and lower case letters correctly.</p> <p>Phonics – Sounds Write</p> <p>Full review and application of the Initial Code.</p> <p>To read and spell tricky words confidently.</p> <p>Read simple sentences and books matched to my phonics.</p> <p>To continue to read a selection of the first 100 High Frequency words.</p> <p>Writing</p> <p>Write own simple phrases and sentences.</p> <p>To read own work back to check it makes sense.</p> <p>The teacher can read the sentences.</p> <p>Spell words with sounds that have been taught.</p> <p>Reading</p> <p>Use new vocabulary through play.</p> <p>Demonstrate an understanding of what has been read by retelling stories and narratives using own words and new vocabulary.</p>	<p><u>Number - White Rose</u></p> <p>To 20 and beyond - Find My Pattern</p> <ul style="list-style-type: none"> • Doubling • Sharing and grouping • Odd and Even • Solving simple number problems <p>On the Move</p> <ul style="list-style-type: none"> • Deepening understanding patterns and relationships • Special reasoning - mapping 	<p><u>Science - The Environment</u></p> <p>Explore the natural environment around them</p> <p>Show respect for the natural environment.</p> <p>Understand some important processes - melting, freezing.</p> <p><u>Geography - Key Question: Why is my world wonderful?</u></p> <p>Describe the wider environment using knowledge from observations, maps and discussions.</p> <p>To draw information from a simple map.</p> <p>To know there are different countries.</p> <p>To know that people speak in different languages.</p> <p><u>RE - Let's find out about special buildings and worship there.</u></p> <p>Know about similarities differences between different religious and cultural communities.</p> <p>Drawing on their experiences and what has been read in class.</p> <p>Talk about special places for people in our and in other communities.</p> <p>Talk about religion and culture within my county.</p> <p>In all of the above children use and understand new and recently introduced vocabulary.</p>

Answer questions about what 'I' have read. To know information can be retrieved from books.		
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