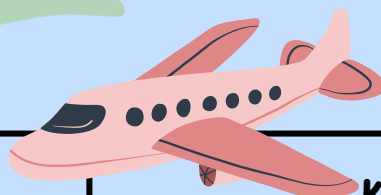
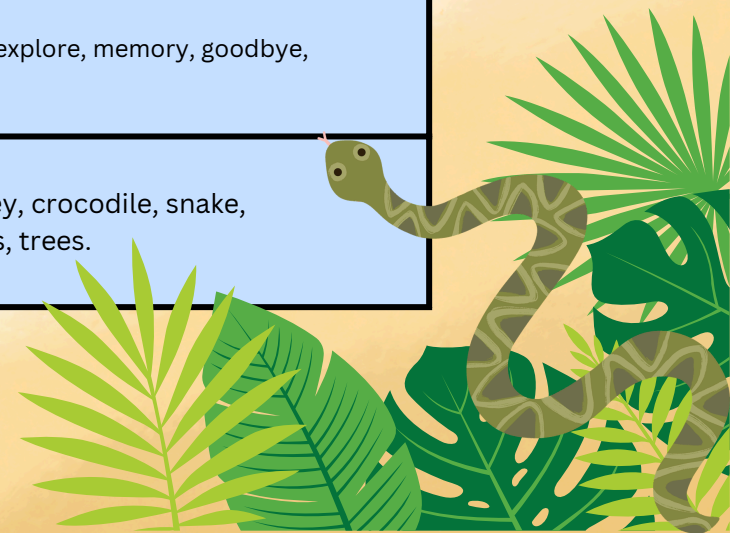


Eyfs Summer 2 Off on an adventure! Nursery



KEY TEXTS	KEY VOCABULARY
The Koala Who Could	Australian animal names: koala, wombat, kangaroo, emotions: scared, brave, worried, change, courage, adventure, aeroplane
What the Ladybird Heard at the Seaside	Seaside animals: crab, seagull, seal, octopus, starfish. Beach, sand, rockpool, waves, scuttle, splash, lifeguard, tourists
Commotion in the Ocean	Sea creatures: shark, whale, turtle, dolphin, swordfish, jellyfish. Ocean, seaweed, coral, float, sink, habitat, creatures, boat, submarine
Grandad's Island	Island, jungle, palm trees, boat, sail, explore, memory, goodbye, friendship, attic, shed, ship.
Rumble in the Jungle	Jungle animals: lion, tiger, monkey, crocodile, snake, chimpanzee, habitat, wild, plants, trees.



EyFS Summer 2 Off on an adventure!

Nursery



COMMUNICATION AND LANGUAGE

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Can start a conversation with an adult or a friend and continue it for many turns.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Develop appropriate ways of being assertive.

Help to find solutions to conflicts and rivalries.
Make healthy choices about food, drink, activity and toothbrushing.

PHYSICAL DEVELOPMENT

Start taking part in some group activities which they make up for themselves, or in teams.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

LITERACY

Count or clap syllables in a words.

Engage in extended conversation about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing.

Write some letters accurately.

MATHS

Link numerals and amounts, up to 5.

Notice and correct an error in a repeating pattern.

Talk about and explore 3D shapes.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.

Solve real world mathematical problems with numbers up to 5.

UNDERSTANDING THE WORLD

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos eg holidays they have been on.

Continue to develop positive attitudes about the differences between people.

EXPRESSIVE ARTS AND DESIGN

Create their own songs, or improvise a song around one they know. Respond to what they have heard, expressing their thoughts and feelings.

Play instruments with increasing control to express their feelings and ideas.
Sing the melodic shape of familiar songs

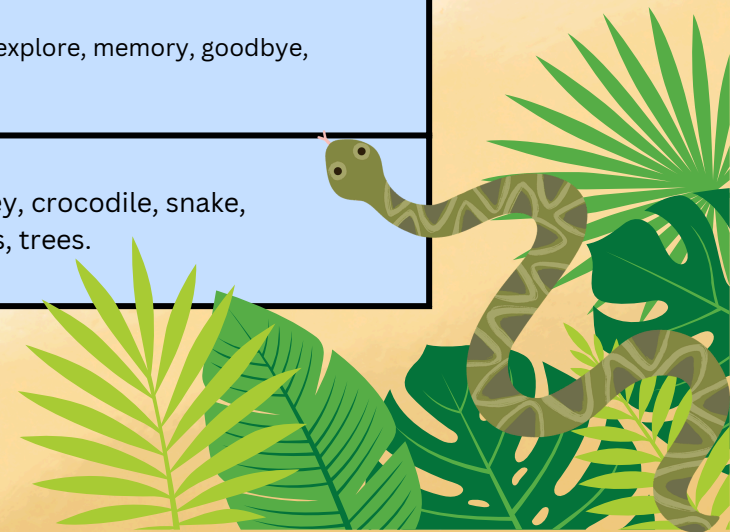
Eyfs Summer 2

Off on an adventure!

Reception



KEY TEXTS	KEY VOCABULARY
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Eyfs Summer 2

Off on an adventure!

Reception

Embedding of the Early Learning Goals



Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

