

EYFS Medium Term Overview: Summer 2

<p>Overarching theme Under the sea Pirates Maps Pollution</p> <p>Moving up</p>	<p>Core Texts The mess we made The Pirate Mums Rainbow fish The lighthouse keeper's lunch The Snail and the Whale</p>	<p>Special things happening this half term Father's Day Sports day Beach visit Summer fayre Transitions</p>
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	Communication & Language	PSED	Physical Development	Literacy	Mathematics	Understanding the world	Expressive Arts & Design
<p>Possible activities & experiences</p>	<p>Introduce story telling without pictures or props. Encourage children recall what happened during the story (key events) Can they talk about the setting and the character? During story sessions about littering in the ocean encourage children to talk about their views. Introduce the treasure map that a pirate has left – give instructions that include several parts for children to follow to find the treasure. Talks about their experience of the beach or pirate stories. What do they know about sea creatures, pirates, and maps.</p>	<p>Can say some things that they are good at ready for year 1. Likes to ask questions about their friends and can talk about themselves. Understands that their actions have consequences and is sensitive to the feelings of others. showing a growing confidence in tackling new challenges. Move around school calmly and quietly. Knows the different between right and wrong, making mostly good choices. Introduce healthy eating – talk to children about balanced diets and making healthy choices. In group time provide opportunities for children to categorise healthy and unhealthy food. In P.E provide lots of opportunities for group games – encourage children to respect the views of others and model how to deal with and resolve conflict.</p>	<p>In P.E provide opportunities to move around the space in different ways, safely negotiating space and changing their direction or speed. Encourage children to develop their ability to hop and skip through games in P.E. Provide weekly interventions for children not on track with writing to help them further develop their control, grip and formation. In small groups plan scissor activities to develop children's abilities to cut with scissor. Ensure children can follow a line and cut around various shapes.</p>	<p>Can keep a simple rhythm and listen for a rhyming pattern. Acts out stories in the role play area using knowledge of previously learnt vocabulary. Innovating well known stories to create their own new story. Following story structure and vocabulary. Can compare pictures from now and in the past (seaside). Encourage families to share holiday pictures especially from seaside adventures and use in discussion. Reflect on the school year by recalling and talking about different experiences. Begin to use capital letters, finger spaces and full stops correctly and independently (alongside RWI scheme).</p> <p><i>Initial sound intervention: Introduce a range of objects – what sound can we hear at the beginning of the word? Encourage children to sort objects into categories for example – all the 's' objects together and all of the 'a' objects' together</i></p>	<p>Revisit repeating patterns (AB) encourage children to copy the repeating pattern – pirate, shark, pirate, shark or shell, ice cream, shell, ice cream. Have a good understanding of numbers to 10 and knows that the amount stays the same however objects are arranged. Recognise, order and match numbers to 10. Reads numerals to 5 and matches to an amount. Orders numbers to 10. Recognises a repeated pattern and can create own patterns and arrangements. Uses and understand before/after. Selects shapes for purpose and suitability.</p> <p>Master the curriculum <u>Find my pattern</u> Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build <u>On the move</u> Deepening understanding Patterns and relationships Spatial reasoning Mapping</p>	<p>In groups look at pictures from the past of people at the beach, draw attention to what they were wearing and the things they took with them. How does that differ to what we do today? Introduce The mess we made – talk about the litter in the ocean and the impact it has on the animals. What can we do to help the animals? Encourage children to create a poster about not littering in our oceans – can these be displayed at the coast? Talk about our area and how we can look after our village – what suggestions can the children come up with? Can we complete a local litter pick?</p>	<p>Children to work together on a joint project creating some shared work. Staff to support discussions about their plans and what materials or techniques they think will be best suited. Project to be related to sea/ beach work. Children to document ideas and plans on planning sheets. Staff to introduce a number of different techniques including water colours, rubbings and colour mixing to create the desired effect. Group times to include opportunities to talk about the work of others and what they notice and like about it.</p>
<p>Possible provision enhancements</p>	<p>In the writing or book area provide story frames for children to draw in key parts of the story – what happened, why did it happen and how did it make them feel? Display story frames with books. Provide map templates for children to recreate a treasure map, encourage children to use new vocabulary such as treasure, map, compass, x, flag, palm tree, desert island etc.</p>	<p>In the creative area staff to support children to review their work – has it worked out how they wanted it to? If it hasn't is there a different technique or approach, they could have used that would have been more effective? Staff to model how to use the technique. In provision staff to give less support on overcoming obstacles, instead staff to ask questions and encourage other children to share their ideas or thoughts. In shared games staff to model how to control feelings and emotions and strategies to do so.</p>	<p>Provide lots of opportunities for children to use and develop their scissor skills, use a hole punch and stapler and use split pins and other items in the writing and creative area. In the art area set up a provocation of a pirate can children draw their own pirate, what features will they include. Ensure that finer pencils and paintbrushes are available so that staff can encourage finer details. Outside support the children to create an obstacle course to navigate their way through the choppy waves and past the hungry sharks. Can children identify risks and devise ways to move safely across the obstacles?</p>	<p>Provide lots of opportunities to share stories with peers during role play and group time. Staff to model innovating story in small groups and provide story frames to support children creating their own versions of well-known stories. Supporting children to think about what happens at the beginning, middle and end of the story. Creating Pirate wanted posters encouraging children to use knowledge they have of Pirates and using capital letters, finger spaces and full stops correctly.</p>	<p>In provision put out a beach/ pirate theme repeating pattern provocation – can children use frames to recreate repeating AB patterns. Says how many are left when singing number songs. Makes comparisons between quantities. Recognises that a group of objects changes in quantity when something is added or taken away. Plans and creates their own builds using shapes fit for purpose for example building a house and using a triangle for the roof, rectangle for the chimney and a square for the house shape.</p>	<p>Provide opportunities for children to use the iPad and non-fiction books to look up information about sea creatures. What information can we find – children to record their findings in a book about the sea to go into reading area. Outside create an under the sea world in a tub/ tray – include litter and junk – can children use tweezers to remove the items- can the items be organised into recycling categories?</p>	<p>Rubbing activity to be set up as a provocation around shells – staff to talk about the spiral and curved lines they can see. Children to experiment with a number of surfaces to find out what effect they create. Staff to create a gallery of work area so that children can present their work and others can leave comments about what they like about the work. Staff to draw attention to techniques and approaches to inspire others. Children to create a healthy balanced plate of food, what materials will best represent the food they want to put on their plate.</p>

		Provide healthy and unhealthy food items in the role play – do children know how to make healthy choices. Is tolerant to other children’s needs and ideas. Follows the classroom rules and knows that some actions or words can hurt others.					
Reception expectations	<ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners’ needs Listen attentively with sustained concentration to follow a story without pictures or props. Express views about events or characters in a story and answer questions about why things happened. Carry out instructions which contain several parts in a sequence. Recount experiences and imagine possibilities, often connecting ideas. Use new vocabulary in imaginative ways to add information, express ideas, explain and justify actions. 	<ul style="list-style-type: none"> Confidently speak in front of our class, be willing to take a risk, and understand this is part of learning. Review work and suggest how this could be approached differently. Demonstrate resilience, looking for our own way to move forward or overcome an issue. Learn some ways to manage feelings and begin to use these to maintain control of our own behaviour. Learn about and make healthy choices in relation to healthy eating. Play group games with rules. Understand someone else's point of view can be different from our own. Resolve minor conflicts. 	<ul style="list-style-type: none"> Show good control, coordination, and agility in large and small movements, safely negotiating space Hop and skip when playing games or in time to music. 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, paint brushes and cutlery. Show accuracy and care when drawing. 	<ul style="list-style-type: none"> Shows understanding of what has been read to them by answering who, what, when, why, how questions. Begins to show confidence innovating texts. Implements story language appropriately. Uses capital letters, finger spaces and full stops in line with RWI scheme. 	<ul style="list-style-type: none"> Use fingers to make and describe double facts. Use fingers to represent 1 more or 1 less. Use previous knowledge of number sequence to work out missing numbers to 10. Find ways to partition a set of 5. Use positional language to describe spatial arrangements of objects, visualise and describe double patterns. Count out 6 or 8 from a larger group and checking by counting. Distributes objects into equal and unequal groups. Recognise an odd or even number when arranged in doubles patterns. 	<ul style="list-style-type: none"> Discuss that lives were different in the past drawing on information shared from different sources. Begin to understand that different people around the world have different beliefs, attitudes, customs, traditions, and roles in society and discuss why it is important to treat them with respect. Demonstrate a developing knowledge of a diverse ecology from the wider community e.g. country parks and larger towns. Learn about the environment and that living things are influenced by human activity. Describe some actions which people in their own community do that helps to maintain the area we live in. Find out about and uses a range of technology to support our understanding e.g. using an iPad or a search engine to support understanding. 	<ul style="list-style-type: none"> Select and use materials to work on processes that interest us. Find out and make decisions about how materials, tools and techniques can be combined and changed. Talk about features of our own and others work and expressions of creativity, recognising the differences between them and the strength of others.
Key Vocab	Map Positional language Pirate Sea creatures Pollution	Review Improve Change Healthy/unhealthy Teamwork	Accuracy Fine details Formation	Beginning, middle, end Capital letter Finger space Full stop	Double Sharing and grouping Even and odd Patterns Maps	Now and then The past Present Similarities/differences Pollution Environment	Plan Material Techniques