|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A blue and white logo with two people and a church  Description automatically generated  **Maple Class** Summer 1 2025  Key Questions -  How does the Kalahari Desert compare with where I live?   How do we know something is alive? | | | | | | | |
| **Book Spine**   |  |  |  | | --- | --- | --- | | **Nursery Rhymes**  Pat-a-cake  Round and Round the Garden  The Grand Old Duke of York  Twinkle, Twinkle, Little Star  A Sailor Went to Sea | **EYFS**  Meerkat Mail,  The Journey Home,  Handa’s Surprise,  Handa’s Hen,  A Walk in the Desert,  One Day on Our Blue Planet:  In the Savannah | **KS1**  *Meerkat Mail*,  *The Journey Home*,  *Handa’s Surprise*,  *Handa’s Hen*,  *A Walk in the Desert*,  *One Day on Our Blue Planet:*  *In the Savannah*  *The Tiger who came to tea*  *Planting a Rainbow*  *Grandad’s Island* | | | | | | | | |
|  |  | **21st April** | **28th April** | **5th May** | **12th May** | **19th May** | **Half term 24th May- 1st June** |
| English | Key dates | **Mon 20th: Bank Holiday**  **Tues 22nd- RE CPD 4-4.30PM**  **Thurs DT sports cross country event: 3:45-4:30pm** | **Tues 29th: AR in all day** | **Monday 5th- Bank Holiday**  **Tues 6th: Mullion school parent transition meeting- 6-7pm**  **Wed: 7th CW in**  **Thursday 8th Flora Day** | **Tues 13th: Cross country league Helston south site 4-4,30pm**  **Wed 14th: Shelley in to meet with MB (morning) and JK (afternoon)** | **Mon 19th- Weds 21st Bristol residential**  **Tuesday 20th: HOS day** |  |
|  | EYFS: Literacy: **3-4 yrs -** • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately | | | | | |
| Phonics | N- Foundations for phonics  Y1 – summer 1  Y2 – LW Spelling | N- Foundations for phonics  Y1 – summer 1  Y2 – LW Spelling | N- Foundations for phonics  Y1 – summer 1  Y2 – LW Spelling | N- Foundations for phonics  Y1 – summer 1  Y2 – LW Spelling | N- Foundations for phonics  Y1 – summer 1  Y2 – LW Spelling |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Writing /  SPAG | Nursery - Phase 1- strong focus on segmenting and blending orally, Initial sounds, Rhyming, Developing emergent writing, Acquiring and using new vocabulary  Reception - Phase 3/ 4 phonics, Captions and sentences, Use and understand new vocabulary from stories, poems and non fiction, Discuss what they know/ have found out.  Year 1 & 2-– Recount – Letter – Letter home (Meerkat Mail) | | | | | | | | | |
|  | EYFS MATHS:  • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | | | | | | | | | | |
| Maths | N  (Master the curriculum) | Sequencing | Positional language | | More than/fewer | | 2d shape | | 3d shape | |  |
| YR | To 20 and beyond: step 1- 4 | To 20 and beyond: step 5-6  Consolidation | | To 20 and beyond: step 6  How many now:  Step 1-4 | | Manipulate, compose and decompose:  Step 1-5 | | Manipulate, compose and decompose:  Step 6-8 | |  |
| Y1 / Y2 | Statistics:  Step 1-4 | * Statistics step 5 * End of block assessment- statistics * 1 lesson on covering misconceptions from statistics * Pre-assessment- money * Step 1 | | * Money step 2-6 | | * Step 7-9 money * End of block assessment * 1 lesson on misconceptions with money | | \*fractions pre assessment  \* step 1-4 fractions | |  |
| Spirituality: | | Windows, Mirrors, Doors and Candles. (How do different environments make you feel? How can we care for different places in the world? | | | | | | | | | |
| R.E | . EYFS UTW 3-4yrs• Continue developing positive attitudes about the differences between people.  Reception: • Talk about members of their immediate family and community. • Name and describe people who are familiar to them  • Recognise that people have different beliefs and celebrate special times in different ways | | | | | | | | | | |
| What does it mean to belong to a faith community?  (Year 1: Unit 11) | WALT: I can say what it means to belong to a faith community. | WALT: I understand how Christians and Musllims show that they belong? | | WALT: I understand how Christians and Musllims show that they belong? | | WALT: I can say what world views say about how valuable people are. | | WLT: I can say how Christians and Muslims welcome a new baby. | |  |
| Topic | History / Geog: | **How does the Kalahari Desert compare with where I live?** | | | | | | | | | |
| What are continents and oceans? | What are deserts and where in the world can they be found? | | What is the weather and climate like in deserts? | | Are all deserts the same? ​ | | Who uses or lives in deserts and how do they do this? | | **H**ow are deserts similar or different to where we live? |
| Science | EYFS 3-4 yr olds: UTW• Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant • Begin to understand the need to respect and care for the natural environment and all living things  EYFS Reception: • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.  Yr1-2: Living things and their habitats. | | | | | | | | | |
| -explore and compare the differences between living, dead, and things that have never been alive. | identify and name a variety of plants and animals in their habitats, including microhabitats. | | identify and name various plants and animals in their habitats | | observe closely and use my observations to answer questions. | | identify that most living things live in a habitat to which they are suited. | | construct a simple food chain. |
| Art / DT |  | | | | | | | | | |
|  | |  | |  |  | Art day - | |  | |
|  | Music |  | |  | |  |  |  | |  | |
| PSED | SCARF  Growing and Changing  (EYFS: PSED: How to look after our bodies  UTW: Understand the key features of the life cycle of a plant) | Respecting privacy (Y2) | Life stages – plants, animals, humans (R | | Inside my wonderful body (Y1) | | Taking care of a baby (Y1) | | A helping hand (Y2) | |  |
| PE | DT Coaching | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Breage EYFS Curriculum Overview** | | |
| **CoEL** | | Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store  of information and experiences to draw on which positively supports their learning  Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop  into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous  experiences which help them to solve problems and reach conclusions. |
| **Over Arching**  **Principles** | | Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.  PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. |
| **Prime areas** | **PSED** | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.  Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |
| **Physical**  **development** | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.  **This half term:**  Fine motor - Threading, cutting,  weaving, playdough, Fine Motor activities.  Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials  Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy.  Gross motor - Ball skills- throwing and catching.  Crates play-climbing.  Skipping ropes in outside area  Dance related activities  Dance/moving to music |
| **Communication and**  **language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.  **This half term**: Develop vocabulary, Tell me a story – retelling stories  Story Listening and responding to stories  Following instructions  Taking part in discussion  Understand how to listen carefully and why listening is important.  Use new vocabulary through the day.  Choose books that will develop their vocabulary |
| **Specific Areas** | **Literacy** | **3-4 yrs -** • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately |
| **Mathematics** | • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| **Understanding of**  **the world/ RE** | **3-4yrs -** • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  **Reception -** • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. |
| **Expressive arts**  **and design** | **3-4 yrs -** • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs  **ELGs**• 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.  • 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. |