

Summer 1: All Creatures Great and Small

Week	Focus of the Week	Week	Focus of the Week
1	Where do minibeasts live?	2	What does a caterpillar turn into?
3	How does a spider catch a fly?	4	What does a bee make?

EYFS objectives to be covered:

Communication and Language	Literacy
• Use a wider range of vocabulary • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Use the speech sounds p, b, m, w. • Enjoy listening to longer stories and can remember much of what happens. • Sing a large repertoire of songs. • Use longer sentences of four to six words. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	• Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother • Spot and suggest rhymes • Make marks on their picture to stand for their name. • 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. • 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.
Personal, Social and Emotional Development	Physical Development
• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Increasingly follow rules, understanding why they are important. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Understand gradually how others might be feeling. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	• Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Explain why safety is an important factor in handling tools and moving equipment and materials.
Understand the World	Expressive Arts and Design
• Use all their senses in hands-on exploration of natural materials. • Show interest in different occupations. • Begin to understand the need to respect and care for the natural environment and all living things.	• take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different

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- 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.
- 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.

- buildings and a park. Join different materials and explore different textures.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
 - Remember and sing entire songs.
 - Play instruments with increasing control to express their feelings and ideas
 - 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.
 - Create their own songs or improvise a song around one they know.

Maths

- Show 'finger numbers' up to 5.
- Talk about and explore 2D- circles, squares, triangles, and rectangles. using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind.'
- Rote counting to ten
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identify 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...'

Books

- **Arrrrgh Spider!**
- **The Woolly Bear Caterpillar**
- **Yucky Worms**
- **Snail Trail**
- **Bug Hotel**
- **Mad about Minibeasts**
- **The Bee Book**

Worship Theme: Service

Nursery Promise: Visit the beach and paddle in the sea.

Nursery Life Skill: Recognise own name.