

Summer 1: All Creatures Great and Small

Week	Focus of the Week	Week	Focus of the Week
1	Where do minibeasts live?	4	What does a caterpillar turn into?
2	How does a spider catch a fly?	5	What does a bee make?
3	Why do you think woodlice hide under?		

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
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...’	
Worship Theme: Resilience (perseverance). Nursery Promise: Visit the beach and paddle in the sea. Nursery Life Skill: Recognise own name.	Books Arrrrgh Spider! The Woolly Bear Caterpillar Yucky Worms Snail Trail Bug Hotel Mad about Minibeasts The Bee Book The Very Hungry Caterpillar

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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.
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Worship Theme: Service Nursery Promise: Visit the beach and paddle in the sea. Nursery Life Skill: Recognise own name.	

