


<p style="text-align: center;">Literacy</p> <p>Reading - Foundation Stage</p> <ul style="list-style-type: none"> • Listen attentively to stories linked to our topic <i>e.g. Jack and the Beanstalk, The Princess and the Pea, The Princess and the Frog, Cinderella.</i> • Link sound to the letters to blend and segment. • Learn RWI set 3 sounds. • Read tricky words on sight from phase 2 and 3 and begin to recognise other high frequency words. <p>We will support the children to:</p> <ul style="list-style-type: none"> • Sound out and blend to read real and nonsense words. • Begin to read a simple phrase or sentence. <p>Writing</p> <ul style="list-style-type: none"> • Develop sentence writing using phonic knowledge. • Write some irregular common words. • write simple sentences which can be read by themselves and others. <p>Communication and Language</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations including stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Answer 'how' and 'why' questions about their experiences and in response to stories or events. • Develop their own narratives and explanations by connecting ideas or events. 		<p style="text-align: center;">Mathematics</p> <p>We will continue to follow the White Rose Scheme.</p> <ul style="list-style-type: none"> • Making simple patterns. • Exploring more complex patterns. • Adding more. • Taking away. • Counting to 20. • Doubling, halving and sharing. • Odds and evens. • Length, height and distance. • Weight. • Capacity. • Time. 	<p style="text-align: center;">Understanding the World</p> <p>People and Communities:</p> <ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions. • Who lives in a castle? • Why do we have Castles? <p>The World:</p> <ul style="list-style-type: none"> • Recognise seasonal changes in Summer. • Develop an awareness of looking after our wider world. • Learn about animals and their young. • Farm visit. <p>Technology:</p> <ul style="list-style-type: none"> • Recognise everyday technologies <i>e.g. shop tills, walkie talkies, printers, listening centre, ipad.</i> • Control a floor robot. • Create algorithms. • Log on, open a paint program, save and print their work. 	
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Create observational drawings from the natural world - <i>e.g. plants and animals.</i> • Combine media to create a planned effect. • Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	<p style="text-align: center;">Personal, Social, Emotional Development</p> <p>SCARF - 'Being My Best'</p> <ul style="list-style-type: none"> • What does my body need? • I can keep trying. • I can do it. 	 <p>EYFS Summer II 2022</p> <p>Once upon a time...</p>	<p style="text-align: center;">Physical Development/ Games</p> <ul style="list-style-type: none"> • REAL PE - Jasmine. • Use bars, benches, boxes and climbing equipment. • Play cooperative games and practise activities for sport's day. • Develop their ability to control tools and pencils for writing. 	<p style="text-align: center;">RE</p> <p style="text-align: center;">Leicestershire Agreed Syllabus 'Religious Literacy for All'.</p> <p style="text-align: center;">What is special about our world?</p>

