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| Week Beg: | Additional events | Foundational Knowledge | Structured Storytime | Phonics | Maths input (EYFS- D.M) | P.E | Guided writing |
| 21st April |  | UW- Geography- Place knowledge-  Know the name of the place and street in which they live.  ▪ Know about a city, e.g., London and that it is in England.  Know some key features in London, e.g., Buckingham Palace, Big Ben, London Eye and how it is different from where they live. | The Queen’s hat | j | Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | EAD- Enjoy joining in with dancing and ring games. | Making a mode of transport using various tools exploring how things work. |
| 28th April |  | UW- Science- Forces and how things work- Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards.  ▪ Explore and talk about different forces they can feel. | You Choose Fairy Tales. | v | 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’. | Maths- Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | Maps on the writing table  Clip boards to allow for planning in the construction area. |
| 5th May |  | PSED Self-regulation- Is more able to recognise the impact of their choices and behaviours / actions on others and knows that some actions and words can hurt others’ feelings. | A great big cuddle | w | Solve real world mathematical problems with numbers up to 5 | PSED- Choose the right resources to carry out their plan. | Write a poem  (Adult support) |
| 12th May |  | UW- History focus- links to their family - Show interest in different occupations | All Through the Night. | y | Make comparisons between objects relating to size, length, weight and capacity. | Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. | Writing a postcard |
| 19th May |  | UW- History focus- links to their family - begin to make sense of their own life story. | Do Baby Elephants Suck Their Trunks. | z | Experiment with their own symbols and marks as well as numerals. | Start taking part in team games. | Draw an elephant |
|  | ………….. | Half term | ………………… | …………. | …………………. |  | ……………….. |
| 2nd June |  | UW: begin to understand the need to respect and care for the natural environment. | Tidy | qu | Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Litter pick | Drawing with sticks in the forest |
| 9th June |  | UW-Science- environmental change- Begin to understand the effect their behaviour can have on the environment. ▪ Begin to understand the need to respect and care for the natural environment and all living things. | The ocean gardener | ch | 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. | under the sea yoga | Can you draw and cut out a fish?  Can you make a coral reef using ripped up tissue paper? |
| 16th June | KW out Monday | EAD- Imaginative and expressive- music and drama focus- improvise, devise and script.  Create sounds, movements, drawings to accompany stories.  Use available resources to create props or create imaginary ones to support play. | Favourite nursery rhymes | ck | Say one number for each item and show finger numbers 1-5. | how to move in different ways  how to move to the beat / rhythm, keeping time | mark making numerals.  Cutting and sticking for musical instruments |
| 23rd June |  | UW**-**Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | The Suitcase. | x | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | Draw a map of your journey to school; Describe a familiar route. (Maths) |
| 30th June |  | UW- Geography- Place Knowledge-Know that there are different countries in the world and talk about the differences they have experienced or seen in | Tiddler | sh | Notice and correct an error in a repeating pattern. | Move and dance to music.  Respond emotionally and physically to music when it changes. | Explore colour and colour-mixing. |
| 7th July | Transition days  Sports day | PSED- Self regulation- Develop appropriate ways of being assertive, e.g. It’s my turn now. I want the yellow one. ▪ Practice skills of negotiation and compromise, e.g. I would like that one please… Can I play with that when you have finished? ▪ Show increasing consideration of other people’s needs and more impulse control, e.g. giving up a toy to another who wants it. | The good Egg | th | Extend and create ABAB patterns – stick, leaf, stick, leaf. | Start taking part in some group activities which they make up for themselves, or in teams | Show a preference for a dominant hand.  (Compare back to the Spring term) |
| 14th July | Graduation | PSED- Managing self-  Show their confidence through taking risks and trying new things or new social situations. ▪ Able to express their needs and ask adults for help. | A little bit brave | ng | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | Skip, hop, stand on one leg and hold a pose for a game like musical statues | Write some letters accurately. |
|  | …………. | Summer holidays | ………………….. | …………… | …………………… |  | ……………………. |