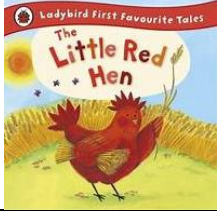
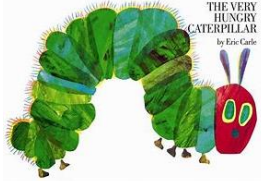




Bassingbourn Early Years Foundation Stage Curriculum: SUMMER TERM 1

| Wk Beg | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 |
|----------------|--|--------|--------|--|--------|--------|
| Big Idea | SPRING | | | LIFECYCLES | | |
| Key Questions | Week 1-What is the weather like in spring? Week 2- How do plants grow? Week 3- What happens in nature in spring? | | | Week 1- What is a minibeast? Week 2- What is a life cycle? Week 3- What is the life cycle of a butterfly? | | |
| Key Vocabulary | Week 1- sunny, weather, rainy, showery Week2- plants, grow, water, seed Week 3- change, bloom, nesting, sprout | | | Week 1- minibeast, habitat, species Week 2- life-cycle, sequence, young, old Week 3- eggs, caterpillar, chrysalis, butterfly | | |
| Key texts |  | | |  | | |

| | Communication & Language | Personal, Social and Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
|---|---|---|--|--|--|--|--|
| Intent Key knowledge, skills and behaviours | -Connect one idea to another using and/because -Ask how and why questions to extend their learning -Develop social phrases with peers such as ‘I can help you with that’ -Learn poems by heart -Have two way channelled attention -Understands a range of complex sentence structures including negatives, plurals and tense markers -Able to follow a story without pictures or props -Introduces a storyline or narrative into their play -Begin to use a range of tenses (e.g. play, playing, will play, played) | -Know and talk about how to be a safe pedestrian -Know and talk about road safety -Begin to take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support -Can describe their competencies, what they can do well and are getting better at -Describe themselves in positive but realistic terms -Show confidence in choosing resources and perseverance in carrying out a chosen activity -Choose an activity because it will extend their learning -Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad | Gross Motor Skills: -Develop water confidence in the swimming pool -Learn how to throw a ball -Learn how to catch a ball -Learn how to kick a ball -Develop aim with ball skills -Pass ball to a partner and into a desired place -Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience Fine Motor Skills: -Create more detailed drawings - Use sewing equipment to stitch -Hold a pencil with a tripod grip -Use scissors correctly -Use the hammer, screwdriver to create at the wood working bench | Reading: -Re-enacts and reinvents stories they have heard in their play -Re reading sentences to build fluency -Re telling stories with actions -Retelling stories through a text map -Answer simple questions about what they have read to show understanding -Recognise all phase 2 and 3 GPC -Learn phase 4 Essential Letters and Sounds (ed/t/er/est -Read CVC, CCVC words -Re read sentences in their phonic book to practise fluency Writing: -Say their sentence out loud -Begin to write short simple sentences and captions with identifiable parts of a sentence (capital letters, finger spaces and full stops) -Re read what they have written -Creates texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats -Know that a sentence begins with a capital letter and ends with a full stop -Forms most of their letters the correct way -Forms most of their numbers the correct way | -Double numbers -Sharing numbers into equal groups -Recognising 2D shapes- square, rectangle, triangle, circle and pentagon - Create AB and ABC patterns -Compare numbers (bigger, smaller, same, equal to) -Subitize 0-5 -Number bonds 5-10 | -Discuss what is special about our community-naming special places and members -Identifying weather in spring and how this is different from winter -Talk about how plants grown naming some parts of the plant such as leaf, flower -Discuss changes in the natural environment in spring -Name a range of minibeasts -Explain what is a minibeast -Discuss what is a life cycle -Talk about the life cycle of a butterfly | -Explore the sounds of different instruments and names -Use modroc and tools to create a desired outcome -Develop their own ideas for creations-using tools and skills they have learnt previously -Develop how to explain the process and evaluate their ideas and creations -Sing and learn a range nursery rhymes -Sing and learn a range of songs |



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| | | | | | | | |
|---|---|--|--|--|--|--|---|
| Implementation Possible activities | <ul style="list-style-type: none">-Talk about the changes from winter to spring-Using buy talk pictures around the room and at the snack table-Discussing what is in the curiosity cube-Talking and comparing their lives and experiences to a range of fictions and non fiction texts-Using Talk 4 Writing approach to recall books-Playing a range of games in provision | <ul style="list-style-type: none">-Using bikes and road signs to role play-PSHE sessions around solving problems with friends-Using the learning pit to identify their learning-Daily affirmations song-Daily mindfulness practise- Teaching what to do when I am stuck strategies to support challenging their learning-Daily learning walks to introduce activities and deepen knowledge | <ul style="list-style-type: none">-Weekly PE Lessons-Weekly swimming lessons-Weekly outdoor physical challenges-Target practise in the physical area-Using a range of physical items to build self made obstacle courses- Drawing activities designed to follow instructions-Creating minibeasts out of fabric and sewing them together-Cutting activities-Woodworking bench/station | <ul style="list-style-type: none">-Daily ELS lessons-Weekly group reading sessions-Daily book voting-Talk 4 Writing strategies to learn stories-Role play puppets to re tell favourite stories, which have been learnt throughout the year-Using recording devices to record their answers to a question-Focussed adult lead writing once a week-Writing on the playground-Writing on trees | <ul style="list-style-type: none">-Shape hunt in the environment-Using mirrors to find doubles in the outside area-Subitizing station-Pattern making using natural materials collected from outside-Using food to share in the role play area | <ul style="list-style-type: none">-Village walk to the allotments-Planting seeds-Developing the EYFS garden-Making bug houses-Watching caterpillars turn into butterflies-Making bird feeders-Welly walking-Labelling the parts of a plant-Sketching plants and trees-Minibeast hunt | <ul style="list-style-type: none">-Use a range of instruments in the stage area-Use the beat station in the stage area-Use modroc and cardboard to make a garden-Learn weekly song and weekly nursery rhyme-Use taught sentence stems to rate their finished creation and make improvements |
| Impact How will we know they are making progress? | <ul style="list-style-type: none">-Children may indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span-They speak in clear constructed sentences when explaining themselves using and, or, but, because?-They offer to help peers-Children can recite some poems/songs by heart-Children can re tell the story without prompts-Children follow a narrative in their role play?-Children use new vocabulary in their role play or in provision?-Children speak using a range of tenses in their play or in conversation-Children can play games with their peers | <ul style="list-style-type: none">-Children talk and show how to be a safe pedestrian-Children role play and talk about road safety-Children resolve their own conflicts with other children with some adult support-Children talk about what they are good at-Children talk about what they find hard and have a positive outlook to finding something hard-Children choose their own activity-Children talk about what activity they are going to choose and how this will help their learning-Children use the learning pit to identify where they are in their learning-Children can talk about their bodies and how their bodies feel when they feel sad, anxious, scared | <ul style="list-style-type: none">-Children complete basic sewing-Children have a range of balls skills?Children describe physical changes happening to their bodies e.g heart racing when exercisingChildren describe and use a range of shapes to portray drawings-Children hold a pencil using the tripod grip-Children can hold scissors and cut using the correct technique-Children begin to use some of the tools at the wood working bench | <p>Reading:</p> <ul style="list-style-type: none">-Children re tell stories that are well know to them and begin to change them to their own version of the story-Children re tell stories using actions and story maps-Children read super sight words as per the ELS program-Children identify all phase 2/3 GPCS-Children re read sentences to practise fluently-Children read a combination of phase 2/3/4 words and books-Children confidently answer questions about books they have read-Children can make comparisons to their lives and the books they have read-Children learn and use new vocabulary read in books <p>Writing:</p> <ul style="list-style-type: none">-Children mark make independently in provision-Children write a range of genres such as lists captions etc-Children have confidence to try and write-Children beginning to use some capitals letters-Children beginning to use finger spaces-Children beginning to use full stopsChildren use writing tools to support their writing-Children re read what they have written-Children can say a sentence out loud-Children can recognise initial sounds-Children can begin to spell phonetically-Children form letters and numbers the correct way most of the time | <p>Can children recognise some 2D shapes? (square, circle, triangle, pentagon, rectangle)</p> <p>Can children recognise some 3D shapes (sphere, cube, cones, cylinder, cuboid)</p> <p>Can children recall some number bonds to 10?</p> <p>Can children subitize larger numbers?</p> <p>Can children create AB and ABC patterns?</p> <p>Can children compare groups or items?</p> | <ul style="list-style-type: none">-Children talk about different roles in the community and why they are important?-Children discuss changes in the season-Children engage in finding things out about their community and their natural world-Discuss some important processes and changes in the natural world around them, including the seasons and changing states of matter | <ul style="list-style-type: none">-Children name some instruments-Children talk about the pitch of the instruments using vocabulary high and low-Children use a range of small tools for creating-Children revisit skills preciously taught to create-Children explain what they have created and explain how to make it better |

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Curriculum Enhancements:

- Drama workshop for story telling
 - Welly walk
 - Planting seeds
 - Walk to the book café
- Bird watching and bird feeding
 - Creating bug houses
 - Dress up Bug Ball
 - Wood working bench
- Walking to visit the community allotments

