

## EYFS plan Summer 2 2024

<p><b>EYFS overview</b></p> <p><b>Literacy;</b> Exploring the French story 'Barbapapa' and using it as a context for writing postcards and letters. Reading non-fiction texts about African animals and putting them in alphabetical order as well as sorting mammals and reptiles. Having fun with nonsense poems and the poet Edward Lear.</p> <p><b>Maths:</b> Making repeating patterns of numbers and shapes, exploring capacity, revisiting work on money and using coins.</p> <p><b>Phonics:</b> Recapping all the sounds from this year to ensure that children are confident as they move into Key Stage 1.</p>	<p><b>Whole class overview (non-literacy/ maths/ phonics)</b></p> <p><b>Topic:</b> 'Cinderella and other fairytales' - exploring different versions of popular stories.</p> <p><b>Computing:</b> 'Story Land (IT): The children take the role of authors to write the sequel to popular children's stories. They then create illustrations for their story and record them self reading it in order to create an audiobook to publish online.</p> <p><b>Science: Art and Nature</b></p> <p><b>Music:</b> 'Hey You!' -Hip hop styles, learning about rhythm and pulse and how to rap.</p> <p><b>PE:</b> athletics and sports day practice</p>
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Activities in lessons and continuous provision play activities to support and enhance the children's learning will include:

### Personal, Social and Emotional Development (PSED)

- \* understand how our words can make our friends feel;
- \* practice sharing, turn taking and serving each other politely;
- \* filling a passing cup with kind thoughts;
- \* identifying kind and unkind characters in fairy tales

### Communication and Language (CL)

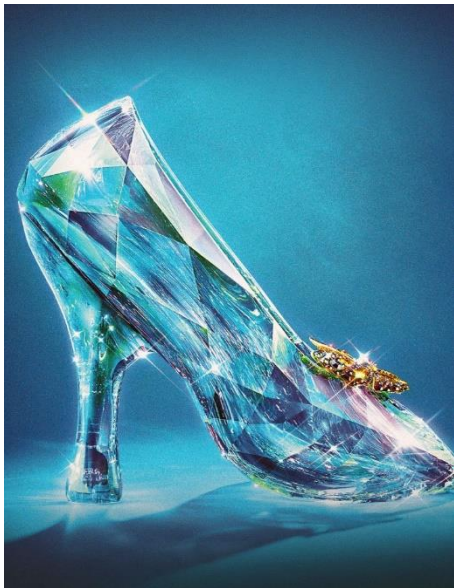
- \* role playing in a fairytale castle, exploring the story of Jack and the Beanstalk;
- \* perform fairytale stories using puppets;
- \* send a message to themselves in the form of a postcard with key features;
- \* think about what makes a good performance and how an audience

### Maths (M)

- \* mix and serve each other delicious milkshakes in glasses that are 'full', 'nearly full' etc;
- \* using compare bears to create repeating colour and shape patterns and threading repeating fruit skewers;
- \* paint a number track to 20 and use it to count in 2s and 10s.
- \* blow out birthday candles 2 at a

### Physical Development (PD)

- Throwing and catching skills with balls and beanbags;
- Teambuilding skills, including baton passing;
- Running and skipping skills, using hoops;
- Balancing in different parts of the body;
- Types of jump and how to execute them safely;



### Understanding the World (UW)

- \* looking at the materials things are made from and their properties, using describing words such as *'hard', 'soft', 'smooth', rough'* etc.
- \* Identifying materials that are suitable for a purpose, eg *'Was glass a good material from which to make a slipper?'* *'Were sticks or straw good materials for building a house?'*
- \* using levers to make a picture move
- \* exploring plants and minibeasts in the plantation

### Expressive Arts and Design (EAD)

- Use a range of modelling materials to design and make sculptures from fairytales;
- Draw pictures of fairytale characters using ink;
- Create puppets to role play fairy tale stories;

### Literacy (L):

- \* write themselves a postcard and post it at the post box;
- \* sort toy animals according to their features and label them;
- \* create African animal masks;
- \* use a range of non-fiction texts to find out about African animals
- \* alphabet jigsaws
- \* learn a nonsense poem and perform it to the class (and other poems ready for the school poetry recital;

Order events in the life of Edward

