

Physical Education ELG Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Travel in a range of ways – animals, minibeasts
Gymnastics / Climbing– climbing under, over & through equipment, climbing up a climbing frame, rolling, jumping off gym table, jumping from spot/hoop to spot/hop, swinging & hanging on ropes, balancing on small & large body parts (minibeasts & jungle)
Travelling – Travelling on hands & feet, quick, slow, sideways travels, travel at different speeds, running, hopping, sliding, galloping, skipping, small and large movements (minibeasts & jungle)
Throwing & Catching - throwing and rolling balls, throwing beanbags into hoops, catch different sized objects & different materials (minibeasts & jungle)

Understanding the World ELG People, culture & communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
To recognise how people have different roles in society.
To understand how people in these different roles help us. (Caretaker, farmer, Morrisons supermarket)
Use new vocabulary in different contexts
Asks questions to find out more and to check they understand what has been said to them.

Personal, Social and Emotional ELG Self-Regulation

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. E.g. ‘What the Ladybird Heard’
ELG Managing self
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Help children to develop problem-solving skills by talking through responses to a problem/difficulty.
Show that mistakes are an important part of learning and trial and error is not failure e.g. floating the boat, ‘What the Ladybird Heard’
ELG Building Relationships
Work and play cooperatively and take turns with others
Talk children through why we take turns during teamwork activities e.g. bushtucker trials

Understanding the World ELG Past & Present

To recognise how people have different roles in society.
To understand how people in these different roles help us. (Caretaker, farmer, Morrisons supermarket)



**EYFS - Summer Term
Secret Garden
Brilliant Beasts / Down at
the bottom of the garden.**

- Attitudes to Learning:**
 - . Resilience and Perseverance
 - . Teamwork and co-operation.
 - . Respect and communication.
 - . Motivation and curiosity.
 - . Self-Confidence and Esteem.
 - . Independence.
- Characteristics of effective Learning:**
 - Active Learning**
I am proud of my achievements
 - Creative and Critical Thinking**
I make links in my learning
 - Playing and Exploring**
I am interested in the world around me

**Physical Development
ELG Fine Motor Skills**

Hold a pencil effectively in preparation for fluent writing. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Develop the foundations of a handwriting style that is fast, accurate and efficient.
Draw both freely and following a structure.
Discuss their mark-making representations with others.

Computing

Use a camera
Create a picture on a screen
Use technology or IT equipment to make observations and find information
Create their own artwork using a drawing / paint programme.

**Understanding the World - RE
ELG People, culture & communities**

Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences.
Explore Eid and understand that it is a big celebration.
Discuss how Muslims fast during Ramadan
Key Texts – The most exciting Eid, In my mosque

Understanding The World ELG Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read.
Everyday Materials: Explore the texture of dry sand and compare with sand with different amounts of water added. Children will reuse materials and talk about what can be recycled to care for the natural world.
Plants: Experiences growing, observing changes and caring for plants.
Environment Seasonal Changes: Children to create different small world environments (rock pools) using a variety of objects and materials.
Animals Including Humans: Observe pictures of animals in different habitats. (sea creatures, minibeasts)
Talk about other people and how they help us e.g. Caretaker, supermarket staff, librarian, school cooks.

Key Texts: What the Ladybird heard, The very hungry caterpillar, Norman the slug, The bad-tempered Ladybird, The very lazy ladybird, The very busy spider, Super worm, Very greedy bee.
What the Ladybird heard at the seaside, Hello summer.
Rhyme: There’s a worm at the bottom of the garden, there’s a tiny caterpillar on a leaf, insects all around, the ants go marching in, five little bees.

Expressive Arts and Design ELG Being imaginative & Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with the music.
Sing in a group or on their own, increasingly match the pitch and following the melody.
Sing a simple song and use instruments to support.
Listen attentively, move and talk about music, express their feelings and responses.
Watch and talk about dance and performance art, expressing their feelings and responses.

Expressive Arts and Design ELG Creating with materials

Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function;
Share their creations, explaining the process they have used;
Notice features in the natural world – define colour, texture, shape and smells in their own words e.g. rubbings of leaves and trees; shades & tones of colour and names ** Forest School**
Experiment with weaving techniques using paper (weaving a web)
Print with some natural and manmade items (rocks, shells, stones)
Use equipment and tools to build construct and make simple models and props.

Communication & Language ELG Listening, Attention & Understanding & Speaking

Listen attentively and respond to what they hear with relevant questions, make comments and actions during whole class discussions and small group interactions.
Participate in small group, class and 1-1 discussions, offering their own ideas. Express their ideas and feelings about their experiences using full sentences.
Connect one idea or action to another using a range of connectives
Use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen. Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Use new vocabulary in different contexts
Listen to talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

