

Early Years Foundation Curriculum Summary Overview 2026-27

Please note: the following summary overview identifies key areas of learning within each term, and does not represent all objectives to be covered - across the academic year, all of the early learning goals are revisited on a number of occasions. The overview is also subject to adaptation in response to learning opportunities that arise across the academic year.

Autumn 1

Learning Adventure: The 'Once Upon a Time' Problem Solving Agency

Mathematics <i>Key focus areas:</i> - Number Exploration 1-5 - Numerical Patterns – Matching and Sorting - Length and Height - Comparing amounts 2D Shape <i>Across the academic year, the key focus areas are extended conceptually and accompanied by regular opportunities for skills to be applied in a range of contexts. An emphasis is placed upon children using concrete resources to develop their conceptual understanding.</i>	Communication and Language <i>Focus: Social Language (Greetings / being polite) and Sequential / Story Language</i> - Establishing the social conventions of the classroom, for example, greeting each other by saying 'good morning' or saying 'please' and 'thank you'. - Developing sequencing language through establishing the routines of the school day i.e. first, next, after that, this morning, this afternoon. - Developing story language in conjunction with the Learning Adventure theme. - Exploring the importance of listening carefully to others – can you repeat what has been said? - Sharing ideas with the class by using thumbs up. - Introduction to Philosophy sessions - listening to others / sharing ideas / thinking carefully (introduce thinking time). Opportunities in all Learning Adventures - Exploring a range of books, rhymes, songs and resources linked to the Learning Adventure theme. - Using key vocabulary linked to the theme.	Understanding the World <i>Early Learning Goals - People Culture and Communities</i> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Christianity / Judaism - The Creation Story - Christianity - Harvest Festival Materials - Strength - What different materials are there? - What are different materials like? - What are different materials used for?	Personal, Social and Emotional Development <i>New Beginnings</i> - Being excited about being in EYFS / thinking about all the things we can do and learn. <i>Getting on together in our class community</i> - Self-esteem and valuing each other – exploring how we are all special and unique. - Explore some of the key ways in which we can make sure our classroom is a safe and happy place for everyone, for example, taking turns, taking care of resources, tidying up, caring for everyone – link to Thoughtful Theo. - Build routines and expectations for tidying as a team within the outdoor and indoor classrooms, including caring for resources.
Literacy Literacy - Reading The children develop their word reading skills through following the school's systematic synthetic phonics programme. Week 1 – s a t i Week 2 – m n o p Week 3 – b c g h Week 4 – revision of sounds Week 5 – d e f v Week 6 – k l r u Week 7 – j w z x Literacy - Writing Children develop their writing skills in the following ways: - Daily dictation practise as part of phonics - Daily handwriting practise (in line with agreed progression) - Class modelling during Writing Studio - Small group writing during Writing Studio (purposeful writing tasks linked to the Learning Adventure) - Applying writing skills independently in a range of purposeful tasks linked to the Learning Adventure during Writing Studio, including within the outdoor environment and through Reggio write. Autumn 1 Writing Theme: Traditional Tales	Physical Development Gross Motor Skills PE Focus Areas (Leap into Life): - Gait, skip, jump - Spatial awareness - Isolated body parts - Rolling and Trapping - Lunge and Leap Fine Motor Skills Across a range of curriculum areas - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Develop accuracy and care when drawing.	Expressive Arts and Design Musical Development – Singing and Listening - Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. - Listen attentively, move to and talk about music. - Follow and respond to a leader. Drama and Role Play Development Early Learning Goals - Creating with Materials - Make use of props and materials when role playing characters in narratives and stories. Early Learning Goals - Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; Design and Technology Development – Early Learning Goals – Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Focus (for example): Investigate best materials to build a strong and stable house for the Three Little Pigs During the first half term, children will explore their drawing and make making skills using a range of media, materials, scales and tools: Drawing and Mark Making - Experimental mark making - Using different tools - Experimenting with different painting surfaces and scales - Making observational drawings - Drawing from my imagination	<i>Learning Heroes</i> - Introduce each of the Learning Heroes over consecutive weeks, focusing on their key dispositions – build the school's Learning Code together and introduce reward system. Hygiene - Explore some of the key ways we can maintain personal hygiene, for example, handwashing and covering our mouth if we cough or sneeze. Mantle of the Expert Approach - Children are introduced to teacher / child in role, including the value of using the imagination for our learning.

Autumn 2

Learning Adventure focus: The Sounds of the Orchestra - The Nutcracker

Mathematics Key focus areas: - Understanding and using numbers 5 – 10 - Number – 1 more - Number – 1 less - Capacity - Composition of 5 / Number bonds to 5 - Number – Combining two groups 2D Shape - Shape Patterning <i>Across the academic year, the key focus areas are extended conceptually and accompanied by regular opportunities for skills to be applied in a range of contexts. An emphasis is placed upon children using concrete resources to develop their conceptual understanding.</i>	Communication and Language Focus: Conversational Language (link to Teamwork Tiger) and Asking Questions - Introduction of Learning Partners and exploration of effective Learning Partner skills, including turning to face each other. - Developing conversational skills when greeting others – being welcoming and asking about their day. - Engaging in too and fro conversations. - Developing the skill of asking questions in a range of contexts, for example, during TED review times, philosophy sessions or in social contexts. - Modelling the use of questioning in a range of contexts and drawing attention to the use of questions to find out more. - Begin to ask questions about the things they would like to find out about – introducing the Inquiry Questions Board. Opportunities in all Learning Adventures - Exploring a range of books, rhymes, songs and resources linked to the Learning Adventure theme. - Using key vocabulary linked to the theme.	Understanding the World Early Learning Goals - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Hinduism - Diwali / the Story of Rama and Sita - Christianity - the Christmas story Early Learning Goals – The Natural World (Link to changing seasons – Autumn) - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter – observe and represent the changes of the leaves (colour and fall). Materials – See Through / Not See Through - What different materials are there? - What are different materials like? - What materials are see through?	Personal, Social and Emotional Development Learning Heroes – Continue to introduce the Learning Heroes, building understanding of the key dispositions and supplementing with the reward system. - Link Teamwork Tiger to the development of conversational language, including listening to others / working with a Learning Partner (see communication and language). Who are the people who look after me and keep me safe? - What is a family? - How do we take care of each other in school? - Who else looks after us? (Explore a range of roles, including firefighters, nurses / doctors, police, teachers). Fire Safety (Link to firefighters and firework night) Say No to Bullying
Literacy Literacy - Reading The children develop their word reading skills through following the school's systematic synthetic phonics programme. Week 1 – y, revision of sounds Week 2 – ff, ll, ss, zz Week 3 – ch, sh, th, ck Week 4 – wh, ng, qu, ai Week 5 – ee, oa, ur, ea Week 6 – upper case focus Week 7 – revision of sounds Literacy - Writing Children develop their writing skills in the following ways: - Daily dictation practise as part of phonics - Daily handwriting practise (in line with agreed progression) - Class modelling during Writing Studio - Small group writing during Writing Studio (purposeful writing tasks linked to the Learning Adventure) - Applying writing skills independently in a range of purposeful tasks linked to the Learning Adventure during Writing Studio, including within the outdoor environment and through Reggio write. Autumn 2 Writing Theme: The Nutcracker	Physical Development Gross Motor Skills PE Focus Areas (Leap into Life): - Temporal awareness - Body shape - Catching - Lunge and Leap Fine Motor Skills Across a range of curriculum areas - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Develop accuracy and care when drawing.	Expressive Arts and Design Musical Development – Composition - Create music in response to a non-musical stimulus. - Create musical sound effects in response to a stimulus. - Combine sequences of sounds to make a story. ELG - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (link to Learning Adventure theme) Drama and Role Play Development Early Learning Goals - Creating with Materials - Make use of props and materials when role playing characters in narratives and stories. Early Learning Goals - Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher;	Expressive Arts and Design Design and Technology Development - Early Learning Goals - Creating with materials (for the products they make) - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Visual Arts Development – Expressive and Figurative Painting - Name and recognise primary and secondary colours. - Experiment with the effects of mixing different colours. - Experiment with the effects of adding white or black to a colour. - Mix secondary colours and the colour brown. - Experiment with mark making using colour, including using a range of tools. - Explore action painting (in the style of Jackson Pollock). - Explore techniques for applying paint with a paintbrush, including the technique of Claude Monet.

Spring 1

Learning Adventure: Continental Explorers – An Australian Adventure

Mathematics Key focus areas: - Understanding and use of numbers to 20 - Adding - Taking away 3D shape - Number bonds to 10 - Numerical patterns – making pairs <i>Across the academic year, the key focus areas are extended conceptually and accompanied by regular opportunities for skills to be applied in a range of contexts. An emphasis is placed upon children using concrete resources to develop their conceptual understanding.</i>	Communication and Language Focus: Problem Solving, Thinking and Self-Awareness Language - Developing the language of problem solving in a range of contexts (science investigations / TED), for example, 'I think ...', 'because', 'I wonder if'. - Being able to communicate what they are exploring / learning across different areas of the curriculum, for example, 'I am investigating ...', 'I am trying to find out ...', 'I am learning ...', 'I am curious to know if ...', 'I am challenging myself to ...' - Developing thinking in Philosophy sessions and other class discussions by giving reasons for their viewpoints. - Explain what they are learning and why they are learning it. - Talk about what they know about a problem, concept or theme. - Talk about their strengths, for example, which Learning Hero skill they are best at. - Talk about the things they would like to get even better at / how they could improve their learning. Opportunities in all Learning Adventures - Exploring a range of books, rhymes, songs and resources linked to the Learning Adventure theme. - Using key vocabulary linked to the theme.	Understanding the World Early Learning Goals - People, Culture and Communities (Link to context of Australia and the UK) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Early Learning Goals – The Natural World (Link to Australian wildlife) - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Understanding the World Early Learning Goals - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Christianity / Judaism - the story of Noah's Ark - Christianity – The Good Samaritan - Special books – The Bible Early Learning Goals – The Natural World (Link to changing seasons – Winter) - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter – observe and investigate ice.
Literacy Literacy - Reading The children develop their word reading skills through following the school's systematic synthetic phonics programme. Week 1 – ow, oo (long), igh, oo (short) Week 2 – or, oi, ar, air Week 3 – ear, ay, ow, er Week 4 – ir, ou, ew, ue Week 5 – revision of sounds Week 6 – upper case focus Literacy - Writing Children develop their writing skills in the following ways: - Daily dictation practise as part of phonics - Daily handwriting practise (in line with agreed progression) - Class modelling during Writing Studio - Small group writing during Writing Studio (purposeful writing tasks linked to the Learning Adventure) - Applying writing skills independently in a range of purposeful tasks linked to the Learning Adventure during Writing Studio, including within the outdoor environment and through Reggio write. Spring 1 Writing Theme: Range of Non-Fiction and Fiction linked to Australia theme	Physical Development Gross Motor Skills PE Focus Areas (Leap into Life): - Push and Pull - Cross-lateral Movement - Levels - Releasing Fine Motor Skills Across a range of curriculum areas - Hold a pencil effectively when writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Develop accuracy and care when drawing. Expressive Arts and Design Drama and Role Play Development (link to Theatre in Education project) Early Learning Goals - Creating with Materials - Make use of props and materials when role playing characters in narratives and stories. Early Learning Goals - Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher;	Expressive Arts and Design Musical Development – Singing and Listening - Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. - Listen attentively, move to and talk about music. - Follow and respond to a leader. Design and Technology Development– designing, making and evaluating a range of products for specific purposes (for example, design a tent for a character trekking through the Outback, selecting materials and building a strong structure) - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Visual Arts Development – Printmaking (representing Australian themes) - Printing with a variety of hard and soft materials, natural and man-made. - Impressed printing (drawing into paint) using combs, scrapers, forks etc. - Take a range of rubbings of everyday objects, showing a range of texture and patterns. - Produce patterns by printing objects. Visual Arts Development – Dot Painting - Mixing of secondary colours - Use of dot painting technique	Personal, Social and Emotional Development Learning Heroes - Focus on Curious Croc in the context of asking questions (see Communication and Language). - Increase the focus on Keep Going Kanga during independent learning to build levels of sustained focus – explore the concept of learning having challenges and that we need to keep going when it gets tough. Focus on Showing respect - How do I show respect? - How can we be good listeners? - How can we show good manners? - How can we show kindness? - How can we respect nature? Celebrating Cultural Diversity (Respect continued) - Explore a range of representations of people from both the UK and Australia – ethnicities, genders, dis/ability. Explore respect for our differences and how we all share basic things in common. - Explore and celebrate how people have different cultural traditions. Staying Safe – The Pants Programme

Spring 2

Learning Adventure Focus: Theatre in Education Project

Mathematics Key focus areas: - Consolidating understanding and use of numbers to 20 - Number bonds to 10 - Number patterns – doubles - Number patterns – odd and even numbers - Consolidating adding and subtraction <i>Across the academic year, the key focus areas are extended conceptually and accompanied by regular opportunities for skills to be applied in a range of contexts. An emphasis is placed upon children using concrete resources to develop their conceptual understanding.</i>	Communication and Language Focus: The Language of Emotions (link to Empathy Elephant) - Use vocabulary to identify how they are feeling. - Use vocabulary to describe the emotions that they experience. - Be able to express how they are feeling at different times. - Be able to talk about how they think others might be feeling. Opportunities in all Learning Adventures - Exploring a range of books, rhymes, songs and resources linked to the Learning Adventure theme. - Using key vocabulary linked to the theme.	Understanding the World Early Learning Goals - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Christianity - The story of The Lost Sheep - Christianity - Easter - New life Early Learning Goals – The Natural World (Link to changing seasons – Spring) - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter – observe and represent the new growth of spring.	Personal, Social and Emotional Development Curious Croc - Focus on Curious Croc in the context of developing the language of problem solving (see Communication and Language). Emotions and Mental Health - What are feelings? - What makes me happy? - What different feelings do I have? - How can I deal with a worry? - What should I do if I'm feeling angry? - What is empathy? - What am I proud of? Online Safety The Human Body - What are the different parts of the body? - What are the senses? Working Scientifically - Comparative / Fair Testing (Exploring the senses, for example, hearing, touch, smell, taste)
Literacy Literacy - Reading The children develop their word reading skills through following the school's systematic synthetic phonics programme. Week 1 – aw, oy, ph, ie Week 2 – oe, au, ey, ure Week 3 – a-e, e-e, i-e Week 4 – o-e, u-e Week 5 – CCVC / CCVCC – I blends – bl, cl, fl, gl Week 6 – upper case focus + CCVC/CCVCC – I blends – pl, sl Literacy - Writing Children develop their writing skills in the following ways: - Daily dictation practise as part of phonics - Daily handwriting practise (in line with agreed progression) - Class modelling during Writing Studio - Small group writing during Writing Studio (purposeful writing tasks linked to the Learning Adventure) - Applying writing skills independently in a range of purposeful tasks linked to the Learning Adventure during Writing Studio, including within the outdoor environment and through Reggio write. Spring 2 Writing Theme: Fantasy World Theme	Physical Development Gross Motor Skills PE Focus Areas (Leap into Life): - Squat and Roll - Gallop / Slide - Direction - Striking and Kicking Fine Motor Skills Across a range of curriculum areas - Hold a pencil effectively when writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Develop accuracy and care when drawing.	Expressive Arts and Design Musical Development Learning to play an instrument – Cups ELG - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (link to Learning Adventure theme) Design Technology Development - Early Learning Goals - Creating with materials (for the products they make) - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Expressive Arts and Design Drama and Role Play Development (link to Theatre in Education project) Early Learning Goals - Creating with Materials - Make use of props and materials when role playing characters in narratives and stories. Early Learning Goals - Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; Visual Arts Development – Portraiture - Make drawings of the faces of the people they know (including from observation and photos) and imagined people. - Practise drawing the shape of the face as an oval. - Place the eyes half way down the face, leaving space for a forehead / hair. - Place the nose and mouth relative to the eyes. - Use mark marking to show hair.

Summer 1

Learning Adventure focus: History

Mathematics Key focus areas: - Count to 100 - Using teen numbers - Number patterns – doubles - Numerical patterns – counting patterns beyond 10 (count in 2s to 20, count in 10s to 100) - Numerical patterns – sharing into groups - Developing addition skills - Length <i>Across the academic year, the key focus areas are extended conceptually and accompanied by regular opportunities for skills to be applied in a range of contexts. An emphasis is placed upon children using concrete resources to develop their conceptual understanding.</i>	Communication and Language Focus: Sequential / Story Language (Building from A1) - Openings and closings i.e. Once upon a time, A long time ago, In a far away world, and they lived happily ever after ... - Time and sequencing in stories, for example, first, then, after that ... - Using description and action words. - Using repetitive refrains from the stories they have been exploring. Opportunities in all Learning Adventures - Exploring a range of books, rhymes, songs and resources linked to the Learning Adventure theme. - Using key vocabulary linked to the theme.	Understanding the World Early Learning Goals – Past and Present - Talk about the lives of people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing upon their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the above through a focus on children's present day lives and life in the Stone Age - How did people get food in the Stone Age? - What were shelters like in the Stone Age? - What tools did people make in the Stone Age? - What was Stone Age art like?	Understanding the World Early Learning Goals - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Islam - The Story of the Prophet and the Ants - Islam – Ramadan Early Learning Goals – The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Focus – investigating floating and sinking
Literacy Literacy - Reading The children develop their word reading skills through following the school's systematic synthetic phonics programme. Week 1 – CCVC/CCVCC - initial r blends – br, cr, dr, fr Week 2 – CCVC/CCVCC – initial r blends – gr, pr, tr Week 3 – CCVC/CCVCC – initial s blends – sc, sk, sm, sn Week 4 – CCVC/CCVCC – initial s blends – sp, st, sw, (tw) Week 5 – CCCVC – initial s blends – str, spr, spl Week 6 – compound words Literacy - Writing Children develop their writing skills in the following ways: - Daily dictation practise as part of phonics - Daily handwriting practise (in line with agreed progression) - Class modelling during Writing Studio - Small group writing during Writing Studio (purposeful writing tasks linked to the Learning Adventure) - Applying writing skills independently in a range of purposeful tasks linked to the Learning Adventure during Writing Studio, including within the outdoor environment and through Reggio write. Summer 1 Writing Theme: Life in the Stone Age	Physical Development Gross Motor Skills PE Focus Areas (Leap into Life) - Bend and Stretch - Cross Lateral / Directional - Dynamics - Catching Fine Motor Skills Across a range of curriculum areas - Hold a pencil effectively when writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Develop accuracy and care when drawing.	Personal, Social and Emotional Development Learning Heroes Focus on Adaptable Armadillo in the context of knowing ourselves as learners i.e. how we can improve as learners (see Communication and Language). Building Relationships – How can we play well together? (Teamwork Tiger link) - Why is sharing and taking turns important? - Is winning the most important thing? - Why is it important to keep to the rules of a game? Expressive Arts and Design Drama and Role Play Development (link to Theatre in Education project) Early Learning Goals - Creating with Materials - Make use of props and materials when role playing characters in narratives and stories. Early Learning Goals - Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher;	Expressive Arts and Design Musical Development – Singing and Listening - Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. - Know that a chant uses speaking voices musically. - Listen attentively, move to and talk about music. - Follow and respond to a leader. Design and Technology Development - Early Learning Goals - Creating with Materials (for the products they make) - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Visual Arts Development – Clay Work / 3D Sculptural - Working clay with hands - pounding, pushing, rolling, squeezing, poking, pinching, twisting. - Use of score and slip to join parts. - Working with a range of tools i.e. rolling pins, scrapers, spatulas etc. - Slab work, including building upon the slab and carving using tools. - Coil building, including scour and slip. Visual Arts Development – Cave Painting - Colour mixing

Summer 2

Whole school Learning Adventure focus: Science (Natural World)

Mathematics Key focus areas: - Count to 100 - Numerical patterns – counting patterns beyond 10 (count in 2s to 20, count in 10s to 100) - Consolidating use of teen numbers - Numerical patterns – odd and even numbers - Numerical patterns – sharing into groups 2D shape - Time - Money - Developing taking away skills <i>Across the academic year, the key focus areas are extended conceptually and accompanied by regular opportunities for skills to be applied in a range of contexts. An emphasis is placed upon children using concrete resources to develop their conceptual understanding.</i>	Communication and Language Focus: Presentational language - Talking in front of the class about their knowledge of a theme. - Talking loud enough so others can hear us. - Practise being concise so that others can easily understand what we say. - Practise looking at our audience. Opportunities in all Learning Adventures - Exploring a range of books, rhymes, songs and resources linked to the Learning Adventure theme. - Using key vocabulary linked to the theme.	Understanding the World Early Learning Goals – The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Early Learning Goals – The Natural World (Link to changing seasons – Summer) - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter – observe and represent the signs of summer.	Understanding the World Early Learning Goals - People Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Judaism - The story of Moses in the Bulrushes - Judaism – Festival of Shavout – The giving of the Torah (special books)
Literacy Literacy - Reading The children develop their word reading skills through following the school's systematic synthetic phonics programme. Week 1 – CVCC/CCVCC – final n blends nd, ng, nk, nt Week 2 – CVCC/CCVCC – final m/s blends – mp, st, sk, sp Week 3 – CVCC/CCVCC – final l blends – ld, lf, lk, lp, lt Week 4 – CVCC/CCVCC – final t blends – ft, pt, ct Week 5 – CCVC/CVCC – words with ing Week 6 – CCVC/CVCC – words with ed Literacy - Writing Children develop their writing skills in the following ways: - Daily dictation practise as part of phonics - Daily handwriting practise (in line with agreed progression) - Class modelling during Writing Studio - Small group writing during Writing Studio (purposeful writing tasks linked to the Learning Adventure) - Applying writing skills independently in a range of purposeful tasks linked to the Learning Adventure during Writing Studio, including within the outdoor environment and through Reggio write. Summer 2 Writing Theme: Fiction and Non-Fiction linked to the Natural World	Physical Development Gross Motor Skills PE Focus Areas (Leap into Life) - Rotate and Balance - Cognitive Development - Flow and Rhythm - Releasing and Dribbling Fine Motor Skills Across a range of curriculum areas - Hold a pencil effectively when writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Develop accuracy and care when drawing.	Personal, Social and Emotional Development Being Healthy - What can I do to be safe and healthy? - How can exercise keep us healthy? - How can I eat healthily? - How can I keep my teeth healthy? - How can I stay safe in the sun? - What other things can I do to be healthy? (For example, getting a good night's sleep, drinking water and not having too much 'screen time'). - How can we be safe near roads? (Pedestrian safety) How can I prepare for change? - Celebrating achievements and thinking positively about the next year. - Managing worries.	Expressive Arts and Design Musical Development – Composition - Create music in response to a non-musical stimulus. - Create musical sound effects in response to a stimulus. - Combine sequences of sounds to make a story. ELG - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (link to Learning Adventure theme) Design Technology Development - Early Learning Goals - Creating with materials (for the products they make) - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Visual Arts Development Focus: Mixed Media - Use painterly techniques expressively when creating mixed media work. - Combine cut out letters, words and images within their artworks. - Use layers of fabric / canvas to create texture. - Combine a range of other materials to create texture i.e. sand. Visual Arts Development: Digital Art – Photography and Digital Painting Drama and Role Play Development (link to Theatre in Education project) Early Learning Goals - Creating with Materials - Make use of props and materials when role playing characters in narratives and stories. Early Learning Goals - Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher;