



# EYFS - Pufflings (Reception)



## Summer 2 2022 Topic Web - Are we there yet?

Below are the key topics and skills we will be covering in the second half of Summer Term. We aim to add enrichment opportunities and activities based on the children's interests as much as possible. If you would like further details or have any questions, please message Miss Gulley on Class Dojo.

Our topic for this term is 'Are we there yet?'. We will be exploring transport, countries around the world and the seaside. Our Core Text for this term is 'The Rainbow Fish' and some of the experiences we have planned this term include a beach trip.

The Early Years Foundation Stage Curriculum is organised into seven areas of learning, three Prime Areas and four Specific Areas.

| Prime Areas of Learning                    |  |
|--|--|
| Communication and Language                 | Listening, Attention and Understanding<br>Speaking                       |
| Personal, Social and Emotional Development | Self-Regulation<br>Managing self<br>Building relationships.              |
| Physical Development                       | Gross Motor Skills<br>Fine Motor Skills                                  |
| Specific Areas of Learning                 |  |
| Literacy                                   | Comprehension<br>Word Reading<br>Writing                                 |
| Maths                                      | Number<br>Numerical Patterns   |
| Understanding the World                    | Past and Present<br>People, Culture and Communities<br>The Natural World |
| Expressive Art and Design                  | Creating with Materials<br>Being Imaginative and Expressive              |

When planning and guiding learning in the EYFS we consider the characteristics of effective learning to ensure that children have opportunities for **playing and exploring**, **active learning** and **creating and thinking critically**.

## Are we there yet? Summer 2 2022 (Reception)

### Prime Areas

| Communication and Language  | Personal, Social and Emotional Development   | Physical Development   |
|---|--|--|
| <ul style="list-style-type: none"> <li>-Engage in story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding (transport stories).</li> <li>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (designing and making own vehicles).</li> <li>-Connect one idea or action to another using a range of connectives (talking about holiday destinations).</li> <li>-Describe events in some details (recall previous holidays or places visited).</li> <li>-Learn rhymes, poems and songs (seaside poems).</li> <li>-Understand how to listen carefully and understand why listening is important (beach visit).</li> </ul> | <ul style="list-style-type: none"> <li>-Express their feelings and consider the feelings of others (discussions around favourite forms of transport).</li> <li>-Show resilience and perseverance in the face of challenge (making vehicles).</li> <li>-Think about the perspective of others (favourite holiday destinations).</li> <li>-Build constructive and respectful relationships (highlighting hobbies and interests).</li> <li>-Think about the perspectives of others (exploring feelings in stories).</li> <li>-Know and talk about the different factors that support overall health and wellbeing (being a safe pedestrian on beach trip).</li> </ul> | <ul style="list-style-type: none"> <li>-Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions (balance bikes).</li> <li>-Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions (balance bikes).</li> <li>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (bats and targets).</li> <li>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently (holiday destination designing).</li> <li>Combine different movements with ease and fluency (obstacle courses).</li> </ul> |

### Specific Areas

| Literacy  | Maths  | Understanding the World  | Expressive Art and Design   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>-Read simple phrases and sentences made up of words with known letter-sound correspondences (transport facts).</li> <li>-Write short sentences with words with known sounds, using a capital letter and full stop (sentences about vehicle designs).</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s (label holiday designs).</li> </ul> | <ul style="list-style-type: none"> <li>Spatial reasoning</li> <li>Doubling</li> <li>Sharing and grouping</li> <li>Even and odd</li> <li>Patterns and Relationship</li> </ul> | <ul style="list-style-type: none"> <li>-Comment on images of familiar situations in the past (look at transport images from the past).</li> <li>-Draw information from a simple map (can your vehicle follow the map outside?).</li> <li>-Understand the effect of changing seasons on the natural world around them (look at holiday destination in different seasons and organise them).</li> <li>-Recognise some similarities and differences between life in this country and life in other countries (compare holiday destination).</li> <li>-Explore the natural world around them (the beach).</li> </ul> | <ul style="list-style-type: none"> <li>-Create collaboratively, sharing ideas, resources and skills (making vehicles in the construction area).</li> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings (making vehicles).</li> <li>-Watch and talk about dance and performance art, expressing their feelings and responses (look at dance styles from different countries and compare).</li> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses (listen to music from different countries and compare).</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody (sing beach themed songs).</li> <li>-Develop storylines in their pretend play (beach visit).</li> </ul> |