



# EYFS - Little Lizards



## 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 June 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.

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 Speaking
Personal, Social and Emotional Development	Self-Regulation Managing self Building relationships.
Physical Development	Gross Motor Skills Fine Motor Skills
Specific Areas of Learning	
Literacy	Comprehension Word Reading Writing
Maths	Number Numerical Patterns
Understanding the World	Past and Present People, Culture and Communities The Natural World
Expressive Art and Design	Creating with Materials 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 (Little Lizards)

### Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>Listens with interest to the noises adults make when they read stories.</p> <p>Listens to familiar stories with increasing attention and recall.</p> <p>Shows interest in play with sounds songs and rhymes.</p> <p>Sings a large repertoire of songs.</p> <p>Develop pretend play e.g. driving the car to the shops/flying an aeroplane.</p> <p>Use a wider range of vocabulary (names of countries etc.).</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Listen to others in one-to-one or small groups, when conversation interests them.</p> <p>Understands simple instructions (beach trip).</p> <p>Responds to instructions with more elements.</p>	<p>Begin to show effortful control.</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Develop friendships with other children.</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</p> <p>Experiments with their own and other people's views for who they are through their play, through trying out different behaviours, and the way they talk about themselves.</p> <p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.</p> <p>Is developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and their peers.</p> <p>Is gradually learning that actions have consequences but not always to consequences the child hopes for.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person (beach trip).</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (beach trip).</p>	<p>Sit on a push along wheeled toy, use a scooter or ride a tricycle.</p> <p>Continue to develop their movement (balancing, riding scooters, trikes, bikes and ball skills)</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p> <p>Willing to try a range of difference textures and tastes and expressed a preference.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves, or ribbons.</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Manipulates a range of tools and equipment in one hand.</p> <p>Choose the right resources to carry out their own plan, for example choosing a spade to enlarge a small hole dug with a trowel.</p> <p>May be beginning to show a preference for a dominant hand.</p> <p>Shows a preference for a dominant hand.</p>

Specific Areas			
Literacy	Maths	Understanding the World	Expressive Art and Design
<p>Enjoys sharing books with an adult.</p> <p>Begins to be aware of how stories are structured, and to tell own stories.</p> <p>Enjoys sharing books with an adult.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Repeats and uses actions, words or phrases from familiar stories.</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Understand the key concepts about print - the names of different parts of the book.</p> <p>Say some of the words in songs and rhymes.</p> <p>Spot and suggest rhymes.</p> <p>Distinguishes between the different marks they make.</p> <p>Makes up storied, play scenarios, and drawings in response to experiences, such as outing.</p>	<p>Moves their bodies and toys around objects and explores fitting into spaces.</p> <p>Responds to and uses language of position and direction.</p> <p>Compare sizes and weights using gesture and language.</p> <p>Select shapes appropriately for building.</p> <p>Beginning to understand some talk about immediate past and future.</p> <p>Recalls a sequence of events on everyday life and stories.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Extend and create ABAB patterns.</p> <p>Count in everyday contexts sometimes skipping numbers.</p> <p>May enjoy counting verbally as far as they can go.</p> <p>Begins to remember their way around familiar environments.</p> <p>Describes a familiar route.</p>	<p>Enjoys playing with small world reconstructions building on first hand experiences.</p> <p>Talks about why things happen and how things work.</p> <p>Notice differences between people.</p> <p>Shows interest in different occupations.</p> <p>In pretend play, imitates everyday actions and event from own family and cultural background.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found object.</p> <p>Talk about what they see using a wide vocabulary.</p>	<p>Start to make marks intentionally.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including detail.</p> <p>Move and dance to music.</p> <p>Remembers and sings entire songs.</p> <p>Uses everyday materials to explore, understand and represent their world, their ideas, interest and fascinations.</p> <p>Creates sounds, movements, drawings to accompany stories.</p> <p>Creates rhythmic sounds and movements.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore paint using fingers and other parts of their bodies.</p> <p>Explore colour and colour mixing.</p> <p>Makes simple models that express their ideas.</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p>