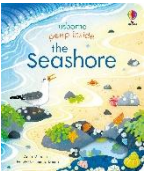
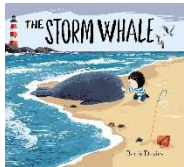
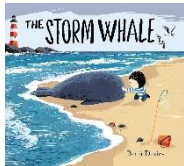


Chase Lane

Primary School and Nursery

Half Termly Curriculum Plan Summer 2

EYFS						
Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Communication, Language and Literacy	Core text: Peep Inside the Seashore  Learning Outcomes: - Make an information book about things they can find at the seaside	Core text: The Big Beach Cleanup  Learning Outcomes: - Share weekend news - Why do we look after the beach? Poster writing	Core text: Somebody Swallowed Stanley  Learning Outcomes: - Share weekend news - Ocean pollution pictures- caption writing about how litter affects the sea creatures	Core text: Somebody Swallowed Stanley  Learning Outcomes: - Share weekend news - Ocean poster- how to look after it	Core text: The Storm Whale  Learning Outcomes: -Share weekend news - As he got closer, Noi could not believe his eyes. On the beach there was... - Write their idea about how to get the whale back into the water	Core texts: The Storm Whale  Learning Outcomes: - Share weekend news - Description of a whale - Speech/thought bubbles to accompany the illustrations in the book
Key Vocabulary	Seashore Beach Sea creatures Sand Sea Underwater	Pollution Clean up Plastic Ocean Dangerous Rubbish	Sea Pollution Swallow Plastic bag Jellyfish Whale Recycling Metal	Sea Pollution Swallow Plastic bag Jellyfish Whale Recycling Metal	Lonely Whale Fisherman	Lonely Whale Fisherman

			Paper Rubbish	Paper Rubbish		
Maths	Sharing and Grouping - Compare numbers - Explore composition of numbers to 10 - Estimates of numbers of things - Showing understanding of relative size - Counts up to 10 objects from a larger group - Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. - Automatically recall number bonds for 0-5 and some to 10	Visualise, Build and Map - Continue, create and copy repeating patterns - Spots patterns in environment - Begin to identify the pattern rule - Chooses familiar objects to create and recreate repeating patterns beyond ABAB patterns and begins to identify unit of repeat	Visualise, Build and Map - Discuss routes of locations using words like in front of/behind - Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build	Visualise, Build and Map - Uses spatial language including following and giving directions using relative terms and describing what they see from different view points - Understand position through words alone- the bag is under the table (no pointing) - Describe a familiar route	Make Connections - Deepening this understanding through developing children's reasoning and problem-solving strategies. - Explore and investigate relationships between numbers, shapes and patterns to further deepen their understanding and explore possibilities	Make Connections - Explore and investigate relationships between numbers, shapes and patterns to further deepen their understanding and explore possibilities
Personal, Social and Emotional Development	- Sammy Seagull Summer safety- talk and discuss sun safety and water safety	Talk about the phrase 'you are my sunshine' and what it means. Children can create smiley sun pictures showing things that make them happy. Invite children to share ideas about what makes them	Use a soft toy to Introduce perseverance.Explain that the toy wants to build a sandcastle but is becoming frustrated because the sandcastle keeps falling apart. Can the	How did the whale feel when he swallowed Stanley? How did he feel when he coughed him out?	- Describe how Noi might be feeling when he takes the whale out to sea in the boat with his father. - Put clues on the carpet about what our story might be about. Think of our own ideas about how to help the	-Can you talk about the pets you have at home if you have any. -If you don't have any pets what pet would you like and why?

