

**Prime Area: Personal, Social and Emotional Development (PSED)**

**Changing Me**

Piece 1 – My Body  
Piece 2 – Respecting My Body  
Piece 3 – Growing Up  
Piece 4 – Fun and Fears  
Piece 5 – Fun and Fears  
Piece 6 – Celebration

**Specific Area: Understanding the World (UW)**

**4/6/25**-What can fossils teach us? Dinosaurs and fossils

**9/6/25**-How can we travel? Modes of transport, changes over time, airport visit

**16/6/25**-Where can we travel? Holiday destinations, travel agents role play, where have we visited, UK and beyond maps

**3/6/25**-What's at the seaside? Seaside games, physical and non-physical features  
**30/6/25**-How have our seaside's changed? Seasides now and then

**7/7/25**-Can we prepare to move on? Questions and answers, meeting our new teacher

**14/7/25**-What am I proud of this year? Reflections of the year, achievements and awards

**Specific Area: Expressive Arts and Design (EAD)**

Creating with Materials:

\*sea creature creations \*Seaside landscapes (transient art) \*Beach textures – (Painting, Printing, Collage) sandcastles

\*DT Aspect: Kapow-boats

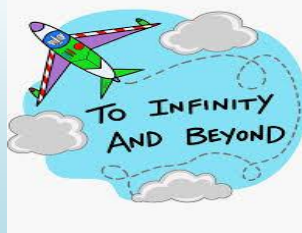
\*Sparkyard-Sound Stories Step 3-Meet the Characters \*Sparkyard-Sound Stories Step 4-Perfrom a Story

**Prime Area: Communication and Language (CL)**

Time to share!

- Show and tell experiences i.e. children to discuss their homework experiences in greater detail.
- Reading aloud books to children that will extend their knowledge of the world and illustrate a current topic.
- Books are selected that contain photographs and pictures, for example, places in different weather conditions and seasons.
- Transition activities in readiness for Year 1.
- Sharing their wishes for the future.
- Children to explore texts in greater detail

Summer Two-To Infinity and Beyond!



**Prime Area: Physical Development (PD)**

Gross Motor:

PE Passport-athletics

**Fine Motor** -Holding a pencil effectively using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Use a range of small tools, including scissors, paint brushes and cutlery.

**Specific Area: Literacy**

**Phonics**- Reading word consistent with phonics knowledge through our mixed phonics groups

**Reading**- Reading simple sentences with greater fluency including the reading of common exception words. To demonstrate and understanding of what I read and what is read to me.

**Writing**- To use key words, captions and sentences to retell a story and describe settings and characters. Develop greater independence with spelling, writing and re reading what we have written.

**Specific Area: Mathematics (M)**

**Maths Mastery**:\*Review, revisit and assessment focus

**Subitising**-within 6

**Counting, ordinality and cardinality**-counting skills, matching numerals to quantities, recognising 1 more and 1 less, doubling,

**Comparison**-ordering numbers, odd and even numbers, patterns in numbers to 10

**Composition**-composition of numbers to 5 with automatic recall, composition to 10

**Shape, Space and Measure**: \*Comparing mass \*Volume and capacity \*Money \*Data gathering \*2d and 3d shapes