

EYFS Curriculum Intent Term 6

			
Key Vocabulary: Sea, ocean, English Channel, beach, sustainable, names of sea creatures, pollution, environment, sustainability, coast.			
Texts: I love Boats, Who swallowed Stanley, Rainbow Fish stories, I see the sea Non fiction sea creature texts, The Singing Mermaid.			
PSED	To maintain focus during extended whole class teaching. To follow instructions of three steps or more. To understand the importance of healthy food choices. To show resilience and perseverance in the face of challenge. To show that I aim high and convey this to others. To stay safe and manage by impulses To have confidence to communicate with adults around the school. To work well within a group whatever my role is. To have an understanding of what a makes a good friend and how to be a good friend.	To support each other to keep our EYFS Environments safe, tidy, clean, stimulating and enabling. Every child/staff member in the EYFS carry out an act of kindness every day. Every child/staff member in the EYFS offer compliments every day. For children to support each other to identify their next steps and to encourage them to aim higher. For children to share passionately how to be healthy.	Collaboration through games, curiosity, resilience, being resourceful. Write invitations to various adults around our school to visit the EYFS. Take part in surveys and share findings with unfamiliar adults. To measure my progress and be in control and shown determination to achieve my next steps. Sort, grow, research healthy foods/recipes. Visit from dental hygienist.
CL	To have conversations with adults and peers with back and forth exchanges. To talk confidently to different adults around the school.	Retell stories with passion and enthusiasm. To take on the role of different characters meaningfully.	Provide opportunities for children to lead story time sessions. Visit the school library weekly. Adapt familiar texts.

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	To talk about why things happen. To talk in sentences using a range of tenses. To apply newly taught vocabulary confidently through the day.	Use positive/constructive language to reflect on my learning. Share my learning at school with my parents. Share my learning from home with my teachers	Access display/resources to enable children to apply their new vocabulary and reflect on their learning. Use Tapestry at home to share my continued learning journey.
PD	To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when playing tagging games. To learn to play against an opponent. To play by the rules and develop coordination. To hold scissors correctly and cut various materials. To create drawings with details. To write all upper and lower case letters using the correct letter formation and control the size of letters. To use a hammer, saw and screwdriver.	To be considerate and tolerant of others when sharing a learning space and adapt my movements accordingly. To display passion and creativity in developing and adapting my physical skills. To show perseverance when trying to improve/develop my physical skills. To develop personal strategies and goals.	To move confidently and safely around our school. To develop and access all fine and gross motor skills in our continuous provision. To develop games and challenges for children to meet their personal goals. To make links with maths when enagaging in physical activities. To use all the tools available to be safely, confidently and with accuracy.
Literacy	To read words with phase 3 long vowel sounds with adjacent consonants. To read longer words. To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, - er, -est). To read longer sentences containing Phase 4 words and Tricky Words. To read books matching their phonics ability.	To show curiosity when learning the meaning of new words/processing what I have read and ask questions reflecting on my thought process. To support and encourage peers with the development of their literacy skills. To set myself a daily personal challenge to incorporate an element of	Hold a pencil using the tripod grip. Write for a range of purposes including lists, captions, labels,books. Read signs,captions, posters, books and labels in the learning environment. Play phonic games. Complete reading challenges.

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	To write for a range of purposes and use different writing structures to match the type of writing. For example, writing a list, instructions, a card, a recipe or a story. To write in sentences which begin with a capital letter and end with a full stop. Writing can be read by themselves and others.	reading and writing in my daily learning journey time. To show a passion for books and reading.	Use my learning environment to support my reading and writing journey.
Maths	To solve simple number problems. To recap the composition of each number to 10. To know addition and subtraction facts to 10. To know doubling facts. To count to 30. To find the missing number in an addition and subtraction sentence problems. To compare quantities using the vocabulary more, less and the same. To know which numbers are odd and which are even.	To show determination to meet my learning goals in maths. To have a natural curiosity for maths. To create a culture to enable children to communicate any difficulty in understanding any mathematical concepts. To show perseverance and continue my maths learning into my learning journey time. To lead my maths learning, accessing maths resources independently.	To develop games and challenges for children to meet their personal goals. To make links with maths when enagaging in physical activities. To count, combine groups of objects in my play. To write numbers, sums as part of my game. To sequence, order and compare numbers in my environment.
UW	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Seaside) To know about and recognise the signs of Summer. To use Google Earth to identify the land and the sea. To compare holiday destinations. To draw a map of key features in the church.	Put yourself in someone eles's shoes. How would you have felt to go on a seaside holiday long ago? Make links to prior learning. How have plants changed since Spring? Describe feelings linked to the season of Summer? Why do you have these feelings? Share feelings about their discoveries and experiences.	Explore using a range of media what seaside holidays were like in the past and demonstrate my understanding in my chose method. To draw/make maps. To go on a Summer walk of our school field and make comparisons with Autumn.Winter and Spring. To sort land and sea animals naming similarities and differences.

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	To understand how humans impact on our planet. To know how much of our planet is water. To know what impact humans on our oceans and how we can reduce this. To name the differences between animals that live in the sea to those that live in land.	Reflect on what they did/already know and make changes for the future.	To make posters explaining human impact on our oceans.
EAD	To perform to my peers/teachers. To listen to poems/songs and create their own. To create own compositions using tuned instruments. To invent their own narratives, making costumes and resources. To respond to the work of artists.	To let my personality and character shine through when I perform. To listen actively. To demonstrate understanding of what I see, hear and touch. To create unique props and costumes. To communicate with sensivity about how art works make me feel.	Using instruments represent the sounds of the sea in different weather conditions. Create collaborative large-scale seaside/sea creature collages. Create a Puppet Theatre so children can create their own storylines with the puppets. Children paint/create in response to a piece of music. Sing songs about the summer, seaside, oceans and sea creatures.