|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EYFS Curriculum –Summer Term**  **Culture – Past and Present. What builds a community?**  **Country – Brazil**  **Artist – Beatriz Milhaze** | | | | |
| **Scintillating starter:**  Tasting exotic fruits.  **Fabulous finish:**  Performing Arts Day | **Understanding of the World – History skills**   * Understand the past through settings, characters and events encountered in books read in class and storytelling.   **Key questions:**   * What was The Carnival in Rio like in the past? * What is The Carnival in Rio like now? * How has The Carnival in Rio changed over time?   **Key vocabulary:**   * Past * Present * Now * Then * Changed | **Understanding of the World – Geography skills**   * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. * Recognise some environments that are different from the one in which they live. * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.   **Key questions:**   * Where in the world is Great Notley? * Where in the world is Brazil? * What continent is England in? * What continent is Brazil in? * How is life in England different to life in Brazil? * What might you see in Brazil?   **Key vocabulary:**   * Brazil * England * Continent * Country * Capital City * Brasilia * London * Map | | **Understanding of the World – Science skills**   * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. * Explore the natural world around them, making observations and drawing pictures of animals and plants.   **Key questions:**   * How do the seasons change? * What can you notice in Summer? * What is the weather like in Summer? * What can you see in Summer? * What is the wildlife like in Great Notley?   **Key vocabulary:**   * Seasons * Summer * Changes * Wildlife * Nature * Weather |
| **Expressive Art and Design – Beatriz Milhaze**   * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used.   **Key questions:**   * How does this artwork make you feel? * How could we create different textures, colours and patterns using paint? * What media could we use to create works of art? * How did you complete your final piece? * What did you do last time? What are you going to do now?   **Key vocabulary:**   * Media * Colour * Texture * Pattern | | | **Expressive Art and Design – Music (Charanga Singing Nursery Rhymes) and Dance**   * Sing a range of well-known nursery rhymes and songs. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.   **Key Questions:**   * What songs can you sing from memory? * Can you recognise the pulse and beat? * How does a piece of music make you feel? * How could we move to this music?   **Key vocabulary:**   * Beat * Pulse * Song * Rhyme | |
| **Fine Motor Skills**   * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use a range of small tools, including scissors, paint brushes and cutlery. * Develop the foundations of a handwriting style which is fast, accurate and efficient. * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. * Begin to show accuracy and care when drawing.   **Key Questions:**   * How can you draw this picture with more control? * Can you use a tripod grip? * Can you accurately cut along the line?   **Key vocabulary:**   * Control * Tools * Grip * Letter formation | | | **Gross motor skills - PE**   * Progress towards a more fluent style of moving, with developing control and grace. * Combine different movements with ease and fluency. * Negotiate space and obstacles safely, with consideration for themselves and others. * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.   **Key Questions:**   * How could we link these movements together? * How can we make sure that we are moving around the space safely? * Can you move like a…..?   **Key vocabulary:**   * Balance * Running * Skipping * Dancing * Movement * Exercise | |
| **Communication and Language**   * Learn rhymes, poems and songs. * Engage in non-fiction books. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. * Express their ideas and feelings about their experiences in full sentences, including use of past, present and future tenses and make use of conjunctions, with modelling and support from their teacher. * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non – fiction, rhymes and poems when appropriate. * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. * Make comments about what they have heard and ask questions to clarify their understanding. * Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.   **Key questions:**   * What words could you use to describe your feelings? * What have you learned from this non-fiction text? * What did you like or dislike about this story/poem/text? * What questions would you like to ask about this?   **Key vocabulary:**   * Non – fiction * Fiction * Emotions | | | **Personal, Social and Emotional Development**   * Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. * Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Show sensitivity to their own and to other’s needs.   **Key questions:**   * How does this make you feel? * What could you do to feel happy/calm again? * How might other people feel when you…? * I know you are finding this difficult, is there another way you could try this? * What could we do to make friends? * Is that a good choice? * What are healthy choices? * How can we be healthy?   **Key vocabulary:**   * Emotions * Feelings * Healthy * Perseverance | |