

Curriculum Overview
Ladybirds (EYFS) Summer Term 2025

Interconnected Question: How can we care for our wonderful world?

Key Texts	Communication and Language
Eddie's Garden - Sarah Garland Sam's Sunflower - Katy Petty Jack and the Beanstalk Bug Hotel - Libby Walden The Bug Collector - Alex Griffiths	Enjoy listening to longer stories and can remember much of what happens through retelling and using a wider range of vocabulary. Talk about familiar books, and be able to tell a long story. Recounting facts about how plants grow and what minibeasts need to survive <ul style="list-style-type: none"> - Articulating their ideas and thoughts in well-formed sentences - Asking questions to find out more
Literacy	Understanding the World
Write their whole name. Write most letters accurately. Blend sounds into words, so that they can read words of increasing length. Spell words by identifying the sounds and then writing the sound with the letter/s. Anticipated Writing Outcomes: <ul style="list-style-type: none"> - A bean diary - Drawing Club - Instructions for growing a seed - Facts about minibeasts 	Know that there are different places where plants like to grow and minibeasts like to live. Understand: <ul style="list-style-type: none"> - what they need to grow - what they need to survive - what we can do to help Create a bean/sunflower diary, noticing the changes that take place and what order they happen in. Do these match predictions made? Create minibeast fact files. Observing the seasons (describe what they see, hear and feel whilst outside). Using all of their senses in hands-on exploration.
Personal, Social and Emotional Development	Physical Development
Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Jigsaw RSHE - Relationships (Summer 1) <ul style="list-style-type: none"> - My family and me - Make friends, make friends, never ever break friends (part 1) - Make friends, make friends, never ever break friends (part 2) - Falling out and Bullying (part 1) - Falling out and Bullying (part 2) - Being the best friends we can be Jigsaw RSHE - Changing Me (Summer 2) <ul style="list-style-type: none"> - Healthy body 	Games Unit 1 <ul style="list-style-type: none"> - Physical: running, balancing, changing direction, striking a ball, throwing - Social: communication, co-operation, taking turns, supporting and encouraging others - Emotional: honesty and fair play, managing emotions - Thinking: using tactics, decision making Swimming Beginners <ul style="list-style-type: none"> - To develop confidence when entering and moving in the water - To safely enter and exit the pool and develop confidence in the water - To develop confidence when travelling in pool - To begin to develop floating on front and back - To develop confidence to submerge in water - To develop confidence when submerging

<ul style="list-style-type: none"> - Respecting my body - Growing up - Fun and fears (part 1) - Fun and fears (part 2) - Celebration 	<p>Sports' Day Preparation</p> <ul style="list-style-type: none"> - To try out activities with increasing control and confidence - Improve skills for each activity <p>Forest Schools</p> <p>Bikeability</p> <p>Funky Fingers:</p> <ul style="list-style-type: none"> - use one handed tools and equipment - use a comfortable grip with good control when holding pens and pencils - show a preference for a dominant hand <p>Encourage increasing independence to put on sun hats, sunscreen and wellies. Get themselves changed for swimming and Forest Schools.</p>
<p>Mathematics</p> <ul style="list-style-type: none"> - Continue to develop their counting skills, counting larger sets as well as counting actions and sounds - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - Compare quantities and numbers, including sets of objects which have different attributes - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 - Begin to generalise about 'one more than' and 'one less than' numbers within 10 - Continue to identify when sets can be subitised and when counting is necessary - Develop conceptual subitising skills including when using a rekenrek <p>Singing counting songs - BBC nursery rhymes have lovely interactive songs</p>	<p>Expressive Art and Design</p> <ul style="list-style-type: none"> - Take part in pretend play using appropriate vocabulary. - Observational drawings of flowers. - Make simple models which express their ideas. - Listening with increased attention to sound. Introduction to crotchets and quavers. Experimenting with sounds digitally. Instruments of the orchestra.
<p>Religious Education</p>	
<p>What makes every single person precious and unique?</p> <ul style="list-style-type: none"> - Living out Jesus' two great commandments: Love God, love your neighbour and offering a welcome to others. - Recognising people are God's treasured possessions and caring and loving others in response to God's love for them. - Working with people in need e.g. The Children's Society, and 'tending' or looking after people, as one of the 'Five Marks of Mission' i.e. what the church should be doing. <p>How can we care for our wonderful world?</p> <ul style="list-style-type: none"> - Recognising their responsibility for God's world, given to them in trust. - Supporting, or initiating, community projects like litter picks. - Telling church members that they must 'Treasure Creation' as the Church of England has done. 	