

Curriculum Overview
Ladybirds (EYFS) Summer Term 2025

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

Key Texts	Communication and Language
<p>Eddie's Garden - Sarah Garland</p> <p>Sam's Sunflower - Katy Petty</p> <p>Jack and the Beanstalk</p> <p>Bug Hotel - Libby Walden</p> <p>The Bug Collector - Alex Griffiths</p>	<p>Enjoy listening to longer stories and can remember much of what happens through retelling and using a wider range of vocabulary.</p> <p>Talk about familiar books, and be able to tell a long story.</p> <p>Recounting facts about how plants grow and what minibeasts need to survive</p> <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
<p>Write their whole name.</p> <p>Write most letters accurately.</p> <p>Blend sounds into words, so that they can read words of increasing length.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Anticipated Writing Outcomes:</p> <ul style="list-style-type: none"> - A bean diary - Drawing Club - Instructions for growing a seed - Facts about minibeasts 	<p>Know that there are different places where plants like to grow and minibeasts like to live. Understand:</p> <ul style="list-style-type: none"> - what they need to grow - what they need to survive - what we can do to help <p>Create a bean/sunflower diary, noticing the changes that take place and what order they happen in. Do these match predictions made?</p> <p>Create minibeast fact files.</p> <p>Observing the seasons (describe what they see, hear and feel whilst outside). Using all of their senses in hands-on exploration.</p>
Personal, Social and Emotional Development	Physical Development
<p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Jigsaw RSHE - Relationships (Summer 1)</p> <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 <p>Jigsaw RSHE - Changing Me (Summer 2)</p> <ul style="list-style-type: none"> - Healthy body 	<p>Games Unit 1</p> <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 <p>Swimming Beginners</p> <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>
Mathematics	Expressive Art and Design
<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>Take part in pretend play using appropriate vocabulary.</p> <p>Observational drawings of flowers.</p> <p>Make simple models which express their ideas.</p> <p>Listening with increased attention to sound. Introduction to crotchets and quavers. Experimenting with sounds digitally. Instruments of the orchestra.</p>
Religious Education	
<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. 	