



Teversham Church of England Primary School

Curriculum Plans Summer 2025 – Sparrow Class EYFS



Enrichment: Trip to South Angle farm

Marble Treat: Class party and any other treats voted for by the class when we gain 100 marbles

Learning will include:

PRIME AREAS

PSED



Me and My World

- People and places
- Family, school, neighbourhood
- Jobs, roles and responsibilities
- Helping and working together
- Caring for living things
- Local environments

My Body and growing up

- Valuing the body
- Body parts
- My teeth - oral health
- Self-care skills and personal hygiene
- Change and responsibilities

Healthy Lifestyles





- Healthy Choices
- My teeth - oral health
- Food and drink
- Exercise
- Rest and sleep
- Leisure time




- 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.
- 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, working and playing cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers and show sensitivity to their own and others' needs.

Communication and Language



- 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 offering their own ideas, using recently introduced vocabulary.
- Make comments about what they have heard and ask questions to clarify their understanding and offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers and understand and ask 'why' questions more independently
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Remember and reuse vocabulary that has been learnt in context when prompted
- Describe events and in the correct order with more detail and use conjunctions such as 'because, or, and' more frequently
- Form more articulate sentences and use a range of correct tenses used for past and present
- Use talk to solve problems, find a compromise and to negotiate

<p>Physical Development</p> 	<ul style="list-style-type: none"> • GET SET for PE - Fundamental skills, games and ball skills • Moving and travelling energetically and in different ways, developing strength, balance and co-ordination • Being safe and using obstacles and resources safely • Decision making and understanding rules, teamwork and taking turns • Hold a pencil more effectively using the tripod grip to write with correct letter formation and care in drawing • Use a range of small tools, including scissors, paint brushes and cutlery with control
<p>SPECIFIC AREAS</p>	
<p>Religious Education</p> 	<p>Key Questions:</p> <p>What makes every single person unique and precious? – Incarnation</p> <ul style="list-style-type: none"> • Understanding the Christian belief that all humans are made in the image of God, each an ‘incarnation’, a physical being known and loved by him. <p>How can we care for our wonderful world? – Creation</p> <ul style="list-style-type: none"> • Understanding that Christians believe humans are a special part of God’s creation and have a God-given responsibility to care for the incredible world we all share
<p>Literacy</p> 	<p>PHONICS</p> <ul style="list-style-type: none"> • Little Wandle Phonics - Review all Phase 2 and Phase 3 sounds to give the phoneme when shown the grapheme and vice versa, including digraphs and trigraphs • Phase 4 consonant blends and Phase 4 tricky words • Longer words, polysyllabic words and words with more than 1 digraph • Sound blending for reading Phase 2,3,4 words, captions and simple sentences including tricky words • Segmenting for writing Phase 2,3,4 words, captions and sentences • Be able to read root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est <p>LITERACY</p> <ul style="list-style-type: none"> • Listen to a range of rhymes and fiction texts and traditional tales and create story maps to retell these and innovate them to make them their own • Understand what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary and understand the key features of stories, characters and settings. Make predictions about a story, anticipate key events and suggest alternative endings • Write their own fiction text using correct letter formation and sentences that can be read by others • Understand some key features of non-fiction text and write their own non-fiction text about animals <div style="text-align: center;">  </div>

<p>Maths</p> 	<ul style="list-style-type: none"> • Accurate counting of objects using the counting rules and counting actions/ objects that cannot be moved • Represent numbers to 10 in different ways using the different resources e.g. Numicon, tens frames, bead strings and match numerals with amounts • Use number names and numerals to compare amounts and • Explore patterns in numbers including doubling numbers and odds and evens • Count forwards and backwards to 20 and state one more and one less than a number recognising the pattern of the counting system • Addition and subtraction of amounts practically to 10 and then above 10 and recalling addition and subtraction facts to 5 • Subitise numbers to 5 and more than 5 using a tens frame • Deep understanding of numbers to 10, including the composition of each number and how to partition the numbers into smaller numbers • Creating maps and understanding perspectives from different viewpoints using positional language correctly • Naming and using the correct vocabulary to describe the properties of 2D (circle, square, rectangle, triangle, hexagon, pentagon, octagon) and 3D shapes (cylinder, cuboid, cone, pyramid, sphere, cube) • Recreate and continue more complex patterns and spot mistakes and how to correct including patterns in numbers e.g. odds/evens, doubles and sharing • Use the correct vocabulary to describe and compare size, length, weight and position and make predictions and justifications • Familiar with measuring tools and resources for measure and begins to measure using non-standard and then some language for standard units • Name the days of the week in order, sequence the day's events and understand time passing and read simple times on clocks
<p>Understanding the World</p> 	<p>How to look after ourselves and the world around us</p> <ul style="list-style-type: none"> • Discuss the similarities and differences between things in the past and now including understanding the past through settings, characters and books • Explore the seasons of spring and summer and discuss the similarities and differences with other seasons we have discussed – autumn and winter • Know some similarities and differences between different religious, cultural communities and life in this country including festivals and celebrations • Explore the natural world around them including life cycles of frogs, similarities and differences with plants and animals and make observations and drawings • Compare and contrast different environments to their own and features of our local environment • Explore how to look after things including living things, the garden, the sea, the environment such as pollution, rubbish, waste – reduce, reuse and recycle • Explore floating and sinking and magnetism • Explore changing states of matter and changes in nature over time such as rotting and decaying apples/ flowers, changing seasons, making butter • Explore where our food comes from (such as fruit/ vegetables/ eggs/ flour/ dairy) and how food is made e.g. ingredients/ recipes for foods and dishes • Explore different fruits and vegetables, their seeds, taste testing and using them in different recipes • Prepare our garden area, planting seeds/ beans/ potatoes and understanding what they need to grow and look after them until we can eat them!
<p>Music</p> 	<ul style="list-style-type: none"> • Learning to recognise and name some instruments • Recognising changes in pitch and singing songs • Using the 'Music Lab' app • Creating music by combining percussion and vocal sounds and listening to different types of music • Playing and creating short melodic patterns on chime bars • Reading and clapping notated rhythms including 'fly' and 'spider' (traditionally known as a crotchet and pair of quavers)

Expressive Art and Design



- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function becoming independent with their choices of resources and joining techniques
- Think about, design and evaluate their creations and ways to improve if necessary
- Share their creations, explaining the process they have used and the decisions they have made
- Make use of props and materials when role playing characters in narratives and stories and participate in the 'Sparrow Class Talent Show'
- Invent, adapt and recount narratives and stories with peers and their class
- Sing a range of well-known nursery rhymes, poems and songs and perform to others
- Colour mixing to produce different shades and tones using poster paints and water colours
- **ART FORM – Pencil** **Unit:** Self-portrait **Artist:** Leonardo Da Vinci **Core Skill:** Drawing from observation **Medium:** HB Pencil

Whole School Collective Worship Themes for Summer Term 2025



For the first half term, we will focus on the values of **hope and aspiration**. We will explore the hope that Jesus offers and how each of us can be hope carriers for one another. We will consider our aspirations for ourselves and for the wider world, thinking about a hopeful future for our planet. We aim to help children understand how they can play their part in creating a more sustainable environment and a better society. We want them to feel empowered to bring about positive change and to understand that that just because an action is small it doesn't mean that it isn't worthwhile.

In the second half of the term we will explore the value of **courage**. We will think about stepping outside of our comfort zones and overcoming fears, trusting that God is alongside us. We will learn stories from the bible in which people showed courage and did the right thing, not the easy thing- thinking about how we can do the same.

Joshua 1:9: Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go."

We continue to be very grateful for our local clergy and ministers who lead our worship each Wednesday.

We love because He first loved us. 1 John 4:19