

St. Mary's C.E. (A) Primary School



# St. Mary's C.E. (A) Primary School

## Greenfield

### Early Years Foundation Stage Policy

Last Review Autumn 22

Next review: As appropriate in relation to any changes in legislation or policy.  
This policy will stand until the next review.

**'We enjoy learning and achieving in a Christian environment'**



**St Mary's C.E. (A) Primary School, Greenfield**

**Current Early Years Foundation Stage Policy**

**Mission Statement**

**Start children off on the way they should go,  
and even when they are old they will not turn from it  
Proverbs 22:6**

**Equality Statement**

This policy and procedure is subject to the Equality Act 2010 which recognises the following categories of individuals as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual Orientation and Disability.

**KCSIE**

This policy and procedure is subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (KCSIE, DFE 2022) which outlines a child-centered and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility and every person who comes into contact with children in whatever capacity has a role to play. They should therefore consider, at all times, what is in the best interests of the child and take prompt action where necessary.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Termly assessment data	Individual/class assessments for reading, writing and oracy	Monitoring of children's progress and attainment	Teaching staff/Head teacher	On lap tops that are encrypted with appropriate software and firewall protection	Throughout the year
Report writing	Personal comments and assessments	Report to parents	Teaching staff/Head teacher	On lap tops	June/July annually

## **Introduction**

Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

### ***Statutory Framework for the Early Years Foundation Stage, Department for Education, 2021***

## **Aims**

In the Early Years Foundation Stage at St Mary's, we:

- promote a positive attitude towards learning
- provide an environment which is safe, secure and welcoming to all
- provide rich opportunities for developing the whole curriculum through first-hand experiences and through play
- ensure the curriculum meets the needs of the developing child, socially, emotionally, intellectually, physically and spiritually
- support children working towards the Early Learning Goals and beyond, where appropriate
- promote tolerance and kindness towards others
- encourage independence and a sense of responsibility, and promote each child's self confidence and self-esteem
- provide equal opportunities for all children according to their individual needs
- develop and nurture an effective working partnership with parents
- foster a love of learning

## **Introduction**

This policy outlines our practice for the Early Years Foundation Stage at St. Mary's C.E. (A) Primary School. This policy will next be reviewed in 2025

This Policy was approved and adopted by the Governing Body on 30<sup>th</sup> September 2022.

The Early Years Foundation Stage applies to children from birth until the end of the Reception year. In our school, all children join us at the beginning of the school year in which they are five (compulsory schooling begins at the start of the term after a child's fifth birthday). The Early Learning Goals in the Foundation Stage Profile set out targets to aim towards by the end of the Early Years Foundation Stage.

The EYFS is based upon four principles:

- a unique child
- positive relationships
- enabling environments
- learning and development

### **A Unique Child**

Every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitude and disposition to learning are influenced by feedback from others: we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Positive Relationships**

Children learn to be strong and independent from developing secure relationships with adults and other children. We aim to develop caring, respectful and professional relationships with the children we teach and their families.

### **Enabling Environment**

Environment plays a key role in supporting and extending the children's development. Through observations, we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

### **Learning and Development**

The learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Seven areas of learning are defined so that children are able to find and locate equipment and resources independently. The children have access to indoor and outdoor provision at all times of the day.

### **Welfare:**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

### ***Statutory Framework for the Early Years Foundation Stage, Department for Education, 2021***

We understand that we are legally required to comply with certain safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Safeguard children;
- Ensure the suitability of adults who have contact with children;
- Promote good health;
- Manage behaviour;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

## **Curriculum**

In Reception the children follow the curriculum as outlined in the 2021 Early Years Foundation Stage (EYFS) document. The EYFS is made up of seven areas of learning. These are organised into three prime areas of learning and four specific areas of learning.

The Curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- **Personal, Social and Emotional Development** (Self-Regulation/Managing Self/Building Relationships)
- **Communication and Language** (Listening, Attention and Understanding/Speaking)
- **Physical Development** (Gross Motor Skills/Fine Motor Skills)
- **Literacy** (Comprehension/Word Reading/Writing)
- **Mathematics** (Number/Numerical Patterns)
- **Understanding the World** (Past and Present/People, Cultures and Communities/The Natural World)
- **Expressive Arts and Design** (Creating with Materials/Being Imaginative and Expressive)

### **Characteristics of Effective Learning:**

In addition to the Areas of Learning, there are also Characteristics of Effective Learning, which relate to the ways in which children engage with other people and their environment. It is our responsibility to ensure that children can achieve these characteristics, and that teachers are aware of how children play and learn to best support the child in remaining an effective and motivated learner. These characteristics are:

- Playing and Exploring
- Active Learning
- Creative and Critical Thinking

### **Playing and Exploring: (engagement)**

Children's play reflects their wide-ranging and varied interests, experiences and worries. In their play, children learn at their highest level and, play with peers, is important for children's development.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences in controlled and safe situations.

### **Active Learning: (motivation)**

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### **Creating and Thinking Critically: (thinking)**

When children have the opportunity to play with ideas in different situations, and with a variety of resources, they discover connections and come to new and better

understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

At St Mary's, all areas of learning are delivered through a well-planned, play based approach, with a balance of adult led and child initiated activities. Throughout the Foundation Stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level.

Our long term planning, which can be found on our school website, ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) by the end of the EYFS. We follow a half-termly topic-based approach which allows flexibility to ensure that both children's needs and interests are taken into account.

### **Teaching and Learning in the Early Years Foundation Stage**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to the teaching and learning in the Early Years Foundation Stage just as much as they do in the other Key Stages.

The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that teachers have of how children develop and learn, and how this informs their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the carefully planned curriculum that helps children achieve their potential in relation to the Early Learning Goals by the end of the Early Years Foundation Stage
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents
- the good relationships between our school and the settings that our children experience prior to joining our school
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do
- the regular identification of training needs of all adults working within the Early Years Foundation Stage

## **Observation, Assessment and Planning:**

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

***Statutory Framework for the Early Years Foundation Stage", Department for Education, 2021***

We continually assess children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded on individual learning profiles, on an observation and assessment app called 'Tapestry'. Within the final term of the EYFS, we complete the EYFS Profile for each child and we provide a written summary to parents, reporting their progress against the Early Learning Goals. We also give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

## **The Importance of Play**

In the Early Years Foundation Stage, well planned play, both indoors and outdoors, is key to young children's learning. We believe that play is vital in children's learning and is the way in which a child explores and develops learning experiences and helps them to make sense of the world. Learning is most successful when children are actively involved in first hand experiences. We also believe that play motivates children to learn, sustains their interest and develops concentration. At times, learning is extended when the activity is structured by adult intervention, but there is always a balance between free experiential play and structured play. Through play, children practise and build up ideas, learn how to control themselves and develop their understanding of the need for rules. They have the opportunity to think creatively and critically alongside other children as well as on their own. They communicate with others as they investigate and solve problems and express fears or re-live anxious experiences in controlled and safe situations.

An exploratory play-based approach allows children to learn with enjoyment and challenge and become happy, independent learners. Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences through which they can explore and develop their learning and to help them make sense of the world. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

## **Resources**

The learning environment, both indoors and outdoors, encourages a positive attitude to learning. We use materials and equipment that reflect both the community with which children are familiar and the wider world. We encourage the children to make their own selection of activities on offer, as we believe that this encourages independent learning.

## **Topics**

Our curriculum is planned through a series of themes and topics, which each offer experiences in all seven areas of learning. Some topics lend themselves to particular learning areas, but we ensure that we achieve a balance of curriculum areas across the year. Our coverage map can be found on our school website.

We focus daily on Literacy and Mathematics through whole class carpet sessions, focussed group work, adult-initiated play and child-initiated play.

The gross motor skills element of the Physical Development area of learning is continually targeted through the outdoor area, where we provide a variety of activities to develop co-ordination, balance and a sense of space. The class have free-flow access between the indoor and outdoor classrooms during independent learning time. There is also a weekly whole class P.E. lesson.

Fine motor skills are continually developed through a variety of classroom activities including, cutting, malleable and messy play, painting, threading and funky fingers sessions.

In the Early Years, many festivals are celebrated across the school year, and children take part in the whole school Cultural Diversity week. This allows the children to develop an understanding of multi-culturalism and teaches them to respect different languages, cultures and traditions. This also complements the British Values agenda.

## **Learning to Read**

The earlier children learn to read, the greater their success at school. St Mary's uses *Read Write Inc. Phonics* to teach children to read and write. First children are taught one way to read and write the 40+ sounds in English. Pictures are used to help e.g. representing 'a' into the shape of an apple, 'f' into the shape of a flower. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

In *Read Write Inc Phonics* the individual sounds are called *Speed Sounds* – because children learn to read them effortlessly. They are taught in the following order.

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Once children have mastered Set 1 Sounds, they begin to blend the sounds to read them. Once the children are confident in recognising initial letter sounds and blending these into words, they will begin to read *ditties*, followed by story books.

## **Inclusion in the Early Years Foundation Stage**

At St. Mary's, we believe that all children are special. Children have every opportunity to achieve their potential. We achieve this by taking account of our children's range of life experiences, knowledge and understanding when planning for their learning.

Our whole school ethos, as well as that of the Foundation Stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development,

and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

In the Early Years Foundation Stage, we set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with additional educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- planning activities that take account of gender difference and children's individual needs (including Gifted and Talented and children with additional educational needs)
- using a wide range of teaching strategies based on children's learning needs
- providing a safe and supportive learning environment in which the contribution of all children is valued
- providing a wide range of opportunities to motivate and support children and to help them learn effectively
- the use of resources which reflect diversity and are free from discrimination and stereotyping
- monitoring children's progress and taking action to provide support as necessary

### **Early Years Pupil Premium**

At St Mary's we endeavour to identify our least advantaged pupils and inform parents or carers of their opportunity to apply for their child's entitlement to extra funding in school. All extra funding, we receive, will be used to support areas in which we identify that the child will best benefit. Children's progress is tracked to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.

### **Equal Opportunities**

The Early Years Foundation Stage will be taught in accordance with the present policy for Equal Opportunities. Children will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability.

### **Transition to Reception Class**

At St Mary's we recognise that starting school has the potential to be a stressful time for both children and parents. To ensure a smooth transition for all the children and their families we have established a strong procedure that ensures children and parents are confident and secure upon starting school.

We hold a meeting in the summer term before children start school in September, to provide parents with key information including school expectations, knowledge of our curriculum and assessment and advice on how they can help their child. In the summer term, a home visit is arranged for all the children. This gives children the security of meeting with teachers in a safe, familiar environment and gives parents the opportunity to ask questions and share knowledge or any concerns they have about their child. Later in the summer term, the new

children have the opportunity to visit school and meet with their teachers in the Reception learning environment. At this time the children also meet with their "Buddy", a Year 6 who will remain a support to them throughout their first year in school.

At the beginning of the school year the children are given staggered entry times to ensure that they have the time to feel welcomed and to support them in exploring their new environment. We provide a one to two week settling-in period to ensure that children have the time to become secure and familiar with the new routines before starting school full time.

### **Partnership with Parents**

We believe that parents and carers are a child's first educators and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting.

Parents are welcomed and encouraged to share information about their child, to ask questions, and to discuss their child's learning with the teachers.

We work in partnership with parents and utilise their skills and expertise, often inviting them into class to enhance the children's learning with their own skills.

We send home a half-termly newsletter. Parents are encouraged to join in with their child's education from the very start of their school journey. In Reception, parents are encouraged to support children's learning through sharing phonics activities and reading books, simple homework activities, and by sharing assemblies and whole class activities.

Formal parent meetings are offered three times a year. Parents have the opportunity to speak to the teachers, discuss their child's progress and development, talk about their next steps in learning, and view their child's learning journals. Parents are always welcome to discuss and speak informally about their children at the end of the school day.

### **Health & Safety and Safeguarding**

Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014) and we adhere to the school's Safeguarding Policy.

We are a Healthy School. Our children under five receive free milk and all children have access to fresh water and free fruit from a government-funded scheme. All Reception children are eligible for free school meals or can choose to bring in a healthy packed lunch.

Our classroom has access to our own toileting facilities and we teach the children the importance of hygiene including hand washing techniques.

### **Transition to Year 1**

At the end of Reception, children have the opportunity to meet with their new teachers in their classroom prior to starting Year One. At the end of each school year, Reception teachers meet to share their knowledge of each child with the receiving Year 1 class teacher to ensure that they have a well-rounded picture of the children prior to the new

school year. The Year 1 teacher has the final assessments for each child and thus ensures the children begin their learning in class one at their exit point in Reception.

Transition from the Early Learning Goals to the National Curriculum is closely monitored. Learning in Year 1 builds on the successful principles and creative approaches employed in Reception, with content that reflects the demands of the National Curriculum. In Year 1, children continue to learn through adult led, adult initiated and child initiated challenges.

**Next review:** 2025 or as appropriate in relation to any changes in legislation or policy. This policy will stand until the next review.

Appendix:

## Reception Long Term Plan

Autumn 1 <sup>st</sup>	Week	Date	Focus	Text Links	Key vocabulary
	Week 1	5 <sup>th</sup> Sept	Settling in (1/2 days) Baselines	-The colour monster goes to school -Starting school	SCARF, routine, school, areas,
	Week 2	12 <sup>th</sup> Sept	Settling in/Baselines	-Kind -Hello Friend	Friends, kind, caring, buddy, SCARF, helpful, respectful
	Week 3	19 <sup>th</sup> Sept	Settling in/Baselines		
	Week 4	26 <sup>th</sup> Sept	All about me	-Super Duper You -The colour monster -Funny bones -Only one you -All kinds of people	Birthday, different, unique, special, age
	Week 5	3 <sup>th</sup> Oct	My family	-All about families -Who's in my family	Mum, Dad, Brother, Sister, Family
	Week 6	10 <sup>th</sup> Oct	My house	-In every house, on every street -Home -A place called home	Home, garden, bedroom, kitchen, living room, bathroom
	Week 7	17 <sup>th</sup> Oct	Autumn/Harvest	-The Scarecrows wedding -Goodbye Summer, Hello Autumn	Autumn ,Harvest, Season, Change, colour, weather

Autumn 2 <sup>nd</sup>	Week	Date	Focus	Text Links	Key Vocabulary
	Week 1	31 <sup>st</sup> Oct	Bonfire night		Colour, safety, fireworks,
	Week 2	7 <sup>th</sup> Nov	Remembrance day Diwali	-Where the poppies now grow -Rama and Sita -Diwali	History, poppies, war, Silence differences, cultures, faiths, Diwali, divas, Rama and Sita, rangoli patterns
	Week 3	14 <sup>th</sup> Nov	3 Little pigs	The three Little Pigs	Characters, homes, sticks, bricks, straw, build, structure, fairy tales, materials, pigs, wolf, Good and bad.
	Week 4	21 <sup>st</sup> Nov	Little red riding hood	-Little Red Riding Hood - You choose Fairy Tales	Traditional tale, characters, wood cutter, wolf, Red Riding Hood, Grandma, Woods, good and evil, axe, disguise, cape
Week 5	28 <sup>th</sup> Nov	Gingerbread Man	The Gingerbread Man	Traditional Tale, Gingerbread, fox, characters, good	

					and evil, baker and bakers wife
	Week 6	5 <sup>th</sup> Dec	Jack and the beanstalk	-Jack and The Beanstalk	Traditional tale, Giant, Good and bad, cow, Jack, magic, beans, beanstalk, golden, hen, harp, mum, market
	Week 7	12 <sup>th</sup> Dec	Christmas	-The Christmas story -The jolly Postman	Father Christmas, Jesus, Mary, Joseph, Bethlehem, festivals, traditional, celebrations, nativity, gifts, Christmas dinner, Christmas tree, decorations.

Spring 1 <sup>st</sup>	Week	Date	Focus	Text Link	Key Vocabulary
	Week 1	3 <sup>rd</sup> Jan	Winter	-Goodbye Autumn, Hello Winter -Stick Man -The gruffalos child	Seasons, winter, snow, change, ice, frost, cold, hats, clothes, hot chocolate
	Week 2	9 <sup>th</sup> Jan	Polar animals	-The Great Explorer -The Emperors Egg -Lost and Found	Winter, cold, snow, artic animals, maps, blubber
	Week 3	16 <sup>th</sup> Jan	Chinese new year 2023	-The great race -Clever Sticks	Cultures, the great race, emperor, lunar new year, celebrations, chopsticks, clothes, year of...
	Week 4	23 <sup>th</sup> Jan	Different environments (hot/Cold)		Hot, cold, map, globe, different, environments, clothes, weather
	Week 5	30 <sup>st</sup> Jan	Inuit people	-The Polar Bear Son	Culture, environment,
	Week 6	6 <sup>th</sup> Feb	Valentines Day/People we love	-Guess how much I love you	Celebration, love, family, cards, flowers, hearts, gifts, red, pink

Spring 2 <sup>nd</sup>	Week	Date	Focus	Link Text	Key Vocabulary
	Week 1	20 <sup>th</sup> Feb	spring	-Goodbye Winter, Hello Spring -The rainy Day	Season, spring, colour, new life, chicks, lambs

	Week 2	27 <sup>th</sup> Feb	Local area/People who help us	-Postman Bear -The Jolly Postman -Gregory the Greenfield Giant	Greenfield, local, England, shops, café, library, Tesco, hairdresser, butchers, village, school, Dovestone
	Week 3	6 <sup>th</sup> March	People who help - police	-Emergency	Police, help, emergency, 999, uniform, vehicles, equipment
	Week 4	13 <sup>th</sup> March	People who help - Mountain rescue	-When Im grown up	Mountains, helicopter, rescue, rescue dogs, emergency, 999, vehicles, volunteer, safe, Dovestone, equipment
	Week 5	20 <sup>th</sup> March	People who help – Fire	- Fire engine is flashing -Flashing fire engines -Chief Rhino to the rescue	Fire engine, fire, safety, equipment, emergency, 999
	Week 6	27 <sup>th</sup> March	Easter	-The Easter Story	Jesus, cross, last supper, disciples, new life, Easter, rabbits, lambs, eggs

Summer 1 <sup>st</sup>	Week	Date	Focus	Link Text	Key Vocabulary
	Week 1	17 <sup>th</sup> April	Plants/Growing	-The Tiny Seed - Planting a rainbow -Olivers Vegetables -Jaspers Beanstalk	Growth, plants, soil, seeds, measure, sun, light, dark, water, roots, stem, leaf, flower
	Week 2	24 <sup>th</sup> April	Mini beast – life cycles butterfly	-The Big Book of bugs -The Very Hungry Caterpillar	Life cycle, caterpillar, chrysalis, butterfly, change
	Week 3	1 <sup>st</sup> May	Frogs/Minibeasts	-Growing frogs -Superworm -Mad about mini breasts	Life cycle, frog spawn, tadpoles, frogs, change, pond, Lilys
	Week 4	8 <sup>th</sup> May	The farm	-What the ladybird heard -Farmyard Hullabaloo	Farm, Animals, Farmer, animal names and their young.
	Week 5	15 <sup>th</sup> May	Pets	-I want a Pet -Perfectly peculiar pets	Animals, vet, care, food, exercise, habitat
	Week 6	22 <sup>nd</sup> May	The zoo	-Mad about mega beasts -Dear Zoo	Animals, zoo, zoo keeper, habitat

Summer 2 <sup>nd</sup>	Week	Date	Focus	Link Text	Key Vocabulary
	Week 1	12 <sup>th</sup> June	Father's Day/Summer	-Goodbye spring, Hello Summer - I love my dad	Celebrate, cards, love, gifts, daddy, grandad

					Seasons, holidays, sunshine, clothes, colours
Week 2	19 <sup>th</sup> June	Commotion in the ocean (sea life centre visit)		-Commotion in the Ocean -The big book of Blue -Berry the fish with fingers	Ocean, map, globe, choral, fish, sharks, dolphin, rock pool
Week 3	26 <sup>th</sup> June	Pirates		-The pirates next door -Jack and the Flumflum tree -Captain Yellow Belly	Map, seas, ship, pirates, eye patch, sword, parrots, island, captain, peg leg
Week 4	3 <sup>rd</sup> July				
Week 5	10 <sup>th</sup> July	Lighthouses /Seaside		-What the ladybird heard at the seaside -The seaside -Billy's Bucket The snail and the whale Sharing a shell -Tiddler -The lighthouse keepers lunch -The singing Mermaid	Lighthouse, boats, safety, sand, sea, bucket, spade, seaside, starfish, shells, crabs.
Week 6	17 <sup>th</sup> July				