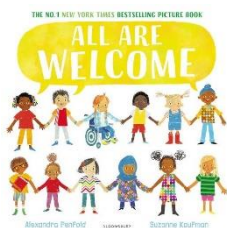


EYFS Summer 2	Topic/theme	Core text	Experience	Activities, objectives and tasks
Week 1	The Wheels on the Bus and the Wings on the Aeroplane 	We will look at a range of non-fiction books about vehicles and atlases		MATHS: We follow the Mastering Number Curriculum – see separate planning Speaking: Talk about our school, homes and local area whilst building a 3d map. Asking and answering questions about how they travelled to school, what they travelled past or who they saw. Writing: Writing labels for our 3d map, drawing our own maps (of the school, their home, their journeys to school). Writing sentences and labelling types of vehicle. Topic: Geography; Come into school to find road tape on the floor. Can the children create buildings, areas of interest, homes, shops, trees around the roads to create a 3d map using construction kits. <i>Geography/Science;</i> Looking at close up photos can they identify different types of vehicles? Discussing and comparing where they might be used/seen/found whilst identifying key features. <i>Geography;</i> Each morning, show a different picture of the journey to school for children across the world. <i>Computing;</i> How can we use blocks to make a tall tower or bridge?
Week 2	The Wheels on the Bus and the Wings on the Aeroplane	Little People, Big Dreams 'Amelia Earhart'	Trip to Amberly museum Penguin cultural capital trip to the i360 (8 children)	Speaking: Make comparisons with old aeroplanes and modern. Talk about experiences of travelling (to an event, on holiday, maybe on an aeroplane?). Add an original and modern aeroplane to our timeline. English: Labelling the parts of an aeroplane or bus. Can you add an adjective?

				Topic: <i>Music</i>; sing the traditional rhyme 'The Wheels on the Bus'. We will also sing 'The wings on the Aeroplane' using the same tune. <i>Geography</i>; Look at the map of Amberly Museum to prepare for the trip. Talk about museums and what we will see there. <i>History</i>; Discuss Amelia Earhart using the 'Little People, Big Dreams 'Amelia Earhart'' book. Adding a photo of Ameila to our timeline.
Week 3	People Who Help Us – Our School 	At the same moment around the world Clothesline clues to Jobs People Do	Shadowing a job in our school Ladybird cultural capital trip to the i360 (8 children)	Speaking: Role play emergency services – real life experiences. Groups to shadow some of our grown ups from around the school, doing their job. English: Write a list of jobs around our school whilst touring the schools and interviewing our grown ups. Topic: <i>UW</i>; Explore and look for jobs that happen around our school (cooks, office, head teacher, caretaker etc). <i>Geography</i>; Create a map of our school and or classroom. Create a map of the local area (including places of interest and a bakery!) <i>Geography/DT</i>; Taste and compare breads from around the world, brought from our local bakery. Maybe a couple of our children could go to buy these!
Week 4	People Who Help Us – Emergency services	At the same moment around the world Clothesline clues to Jobs People Do	Visit from the local fire service and a dentist Bumblebee cultural capital trip to the i360 (8 children)	Speaking: Role play emergency services – real life experiences. We will think of and ask questions to the fire fighters and dentist. English: Write a fact about the fire service/fire fighters/fire engine using photos from the visit as a stimulus.

				Topic: <i>UW</i>; visit from the local fire service and a dentist. <i>DT</i>; design and create an emergency vehicle using recycled materials <i>Science/PSHE</i>; Explore and talk about parts of our bodies, especially our teeth. Think and talk about how to care for our bodies and the importance of cleaning our teeth. <i>Computing/DT</i>; How can we make the wheels turn on our vehicles?
Week 5	Summer 	Shirley Hughs poetry; Out and About	Visit our adopted tree	Speaking: On a seasonal walk around the school grounds, make comparisons with the other three seasons we have learnt about. What do we notice now we are in the season, summer? English: Share poems about summer (Shirley Hughs) and write our own. Topic: <i>Science/Art</i>; Visit our adopted tree. Draw our tree and think about how it has changed. Make comparisons with photos we have taken through the year. <i>Science</i>; Explore summer weather. Observe the sun making shadows with chalk on the ground – does your shadow move over the course of the day? <i>Science</i>; Go on a minibeast hunt and explore our forest school. We will explore how to record the minibeasts which we find. <i>Music</i>; Read poems and stories, such as Toddle Waddle, which have rhythm. Can we add claps or shakes of a tambourine to match the rhythm?
Week 6/7	We Are Welcome	We are Welcome	Plenty of opportunities for meeting our year 1 teachers, visiting our new classrooms and	Speaking: Think and ask questions to our year 1 teachers and current year 1 friends. Celebrate ourselves by talking about how much we have grown, learnt and changed.



talking to our year 1 friends.

English: Write a secret note to our year 1 teacher with something we would like them to know about us. Our new teacher will write back!! Read and make comparisons with 'We are Welcome'

Topic: *PSHE*; Talk about how much we have grown, learnt and changed. Compare photos of when we started school with now. Talk about how they feel ending REC and moving on to year 1. Set a goal for year 1 and send this onto their new teacher.

Art; Using clay; design and make a plaque, cup or medal.