


## Acorn Class - EYFS Summer 2 2026 – ‘Oceans All Around Us’

NB: Each child will develop and progress differently and their learning journeys may be significantly different. Although our curriculum map shows how knowledge and skills are embedded throughout the year, this may differ for any child.

<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Physical Development</b>
<p><b>Building relationships ELG</b> - Children at the expected level of development will: - Work and play cooperatively, take turns with others and form positive attachments. They will show sensitivity to their own and to others' needs</p> <p><b>Managing Self ELG</b> - Children at the expected level of development will, be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b>ELG Self-regulation:</b> Children at the expected level of development will: - 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. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p><b>ELG Listening, attention &amp; understanding:</b> Children at the expected level of development will, 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG Speaking:</b> Children at the expected level of development will, participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</p>	<p><b>1 hour of PE will be delivered weekly by Essex Kids Camp.</b> This term we will be striking and fielding Cricket, throwing and catching.</p> <p><b>ELG Gross motor skills:</b> Children at the expected level of development will, Negotiate space and obstacles safely, with consideration for themselves and others. We will demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. We will participate in sports day.</p> <p><b>ELG Fine motor skills:</b> Children at the expected level of development will, hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>RE</b>
<p><b>As readers:</b> We will continue our phonics learning. We will say a sound for each letter in the alphabet and at least 10 digraphs (e.g. sh, ch, th, ck). We will read words consistent with our phonic knowledge by sound-blending. We will read aloud simple sentences and books that are consistent with our phonics including some common exception words (e.g. the, I, you, do)</p> <p>We will enjoy a range of books with high quality texts, including <i>Lost &amp; Found</i> by Oliver Jeffers, <i>The Lighthouse Keeper's Rescue</i>, <i>Dear Greenpeace</i> and information texts about seas and oceans.</p> <p><b>As writers</b> will write short sentences using words with known letter-sound correspondences using a capital letters and full stops.</p> <p><b>Comprehension ELG</b> - Children at the expected level of development will, demonstrate understanding of what has been read to them by retelling. They will anticipate key events in stories. Use and understand recently introduced vocabulary during discussions, and role-play.</p>	<p>We use the <b>White Rose Maths</b> scheme of work.</p> <p>We will finish learning about grouping and sharing before moving on to visualising, building and mapping. This includes patterns and work on maps and instructions.</p> <p><b>ELG Number:</b> We will complete our work on sharing &amp; grouping, The children will learn that double means 'twice as many'. They will be given opportunities to build doubles using real objects and mathematical equipment.</p> <p>The children begin to understand that some quantities will share equally into two groups and some will not. They will gain an understanding of equal and fair.</p> <p><b>ELG Numerical patterns</b> we will be deepening our understanding and looking at patterns. Children will have opportunities to explore and investigate relationships between numbers and shapes.</p> <p>The children will find out about simple maps of recognisable places and use mathematical language to describe this.</p>	<p>We follow the Essex Syllabus for RE. We will begin to understand similarities and differences between different religious and cultural communities.</p> <p>We will continue our classroom daily prayers and whole school collective worship. We will follow our school value of <b>Courage</b>.</p>
		<b>Expressive Arts &amp; Design</b>
		<p><b>Creating with Materials ELG</b> - Children at the expected level of development will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. Through our music scheme '<b>Charanga</b>' we will explore and engage in music making, dance, performing solo or in groups and singing with confidence.</p>
		<b>Understanding the World</b>
		<p><b>Past and Present ELG</b> - Children at the expected level of development will talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, Understand the past through settings, characters and events encountered in books.</p> <p><b>People, Culture and Communities ELG</b> Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>Natural World ELG</b> - Children at the expected level of development will explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences of the natural world and their environments. Look at oceans around the world. Understand some processes and changes including the seasons.</p> <p><b>ICT</b> We will use our iPads to continue learning about online safety and how to access programmes</p>

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<p><b>English</b></p> <p>Listen, respond, comment Discussion, conversation Explain Past, present and future tenses</p> <p>Author, illustrator, publisher Blend, segment Digraph/trigraph Sentence Full stop, capital letter, lower-case letter</p>	<p><b>Mathematics</b></p> <p>Grouping, sharing Doubling Twice Fair, unfair Equal, unequal Mapping, position Patterns, rules Instructions, construct, build</p>	<p><b>Religious Education</b></p> <p>Christianity Religious Community Question Trust Courage</p>
<p><b>UTW/Science &amp; Technology</b></p> <p>Grow, plant, seed, leaf, bulb, needs</p> <p>On, off, switch, backwards, forwards Instruction, sound, moving, arrow, cursor Spooling, Chrome Music Maker</p>	<p> <b>Vocabulary</b> EYFS Summer Term 2 ‘Oceans all around us’</p>	<p><b>PSED</b></p> <p>Attitude, confidence, patience Cooperatively Healthy/unhealthy Relationships Independence, resilience, perseverance Hygiene</p>
<p><b>Physical Development/Wellbeing</b></p> <p>Manners Polite Share Behaviour Respectful Consideration Instruction Fielding Striking</p>		<p><b>UTW/Geography &amp; History</b></p> <p>Similarities, differences Environment Observation Weather Ocean</p> <p>Long ago Today, yesterday, before, tomorrow</p>

