

Prime Area: Personal, Social and Emotional Development (PSED)

- To set and work towards simple goals, being able to wait for what they want accordingly and control their immediate impulses where appropriate.
- To give focused attention to what the adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas.
- Confidence to speak to adults.

Prime Area: Communication and Language (CL)

- Begin to use a range of vocabulary linked to the theme.
- Listen to stories with increased concentration, identifying key features and answering questions appropriately.
- Join in a range of songs and rhymes.
- Follow a set of simple instructions.
- Speak clearly to an audience with increased confidence.

Prime Area: Physical Development (PD)

PE Days are Tuesday and Thursday

- To hold a pencil effectively in preparation for fluent writing – using a 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.
- Develop fine manipulative skills through finger gym.
- Travelling on hands and feet.
- Move with increased control in a variety of ways.
- Throwing and catching.
- Balance.

Specific Area: Expressive Arts and Design (EAD)

- Drawing and Painting using different materials.
- Junk Modelling.
- Clay and 3D creation station
- Seaside art
- Keeping a beat.
- Sing a range of songs.
- Begin to play a range of percussion instruments.
- Acting out a role.

Summer 2 2026

Under the Sea!



Specific Area: Understanding the World (UW)

- Seasonal Change – identifying signs of Summer.
- To learn about David Attenborough related to animals and habitats. Link 100 Years old
- Animals and their habitats
- The history of seaside's. Compare and look at similarities and differences.
- Look at Africa and compare with Burnley.

Specific Area: Mathematics (M)

- Exploring sharing and grouping.
- Even and odd sharing.
- Doubles
- Repeating patterns
- Pattern rules.
- Describing positions
- Exploring mapping and creating maps.
- Deepen understanding
- Patterns and relationships.

Specific Area: Literacy (L)

See also Communication and Language and Phonics)

- To hear and write dominant sounds in words.
- Begin to use finger spaces and basic punctuation.
- Gather information from non-fiction texts.
- Identifying main characters and settings.
- Writing for a purpose, lists, captions, character speech, instructions, labels, posters and factual information.
- To begin to write their full name independently.
- Use skills taught in phonics to read and write CVCC and CCVC words.
- Read and write two syllable words.
- Begin to read a simple sentence.
- Begin to talk about what they have just read.

Phonics -

Week 1 Longer words Compound words

Week 2 Root words

Week 3 Long vowel sounds CVCC CCVC

Week 4 Long vowel sounds CCVC CCCVC CCV CCVCC

Week 5 Phase 4 words ending – s/s/Phase 4 words ending –s/z

Week 6 Root word ending in: -ing, -ed/t/, -ed/id/ed/, -ed/d/