

## Communication, Language and Literacy – The Magic

### Porridge Pot

- Mark making and letter formation
- Write using phonetic knowledge
- Learn and retell model text – explore description, settings and warnings
- Perform the model text
- Retell stories using props, puppets and small world.

## DT – Move, Build, Sit!

### Wheels & Axles

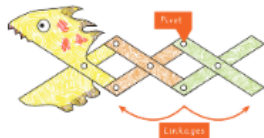
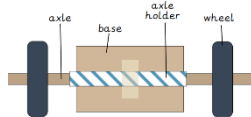
- Identifying why mechanisms help movement.
- Make a pull toy; wheels move on axles.

### Mechanisms

- Exploring how different parts move using pivots and linkages.

### Structures

- Experimenting building a strong, stable chair.



## Maths

- Exploring positions – describing and identifying different positions.
- Giving instructions to build
- Exploring mapping
- Representing maps with models
- Creating own maps

## Personal, Social and Emotional Changing Me

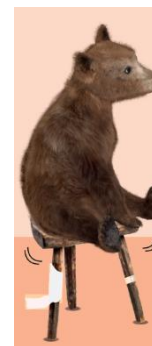
- Naming body parts
- Knowing what makes me healthy.
- Expressing how I feel about moving to year 1
- Talking about my worries
- Sharing my memories of reception



## **Move, Build, Still!**

**Big Question**  
**What can we create with our imagination?**

Class 1 – EYFS  
Summer 2 2026



## Questions to ask

- Can you give me instructions to build something?
- Did you make a map today? What did it show?
- Who was in the story? Where did it happen?
- How do you keep your body healthy?
- What do you like about moving up to Year 1?
- What did you build today?
- What symbols did you learn about?

## Religion and World Views

### Why is a church special?

- Recognise some symbols of Christianity
- Visit and identify key features in a church
- Understand the different uses for a church
- Explain why the church community is important to Christians
- Find similarities and differences between a synagogue and a church

## Music – Hey You!

- Exploring one song -Hey You!
- Practise and building skills - listening, singing, playing and creating.
- The unit ends with a class performance.

## Understanding of the World – Animals' needs for survival

- Identify different animals (mammals, birds, fish, amphibians, reptiles and humans)
- Know that all animals need food, water, air and shelter to survive
- Explain how animals live and survive in their habitats
- Compare different animals, including how humans are similar

## Physical Development

- Outside: Run, Jump and Throw
- Inside: Judo and Dance

**Please note:** this is the starting point for our planning, but is not the full extent of what we will cover. We pride ourselves on being spontaneous and flexible, and may adjust our plans for teaching throughout the term to follow the children's lines of enquiry or learning interests and needs.