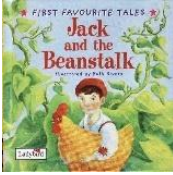
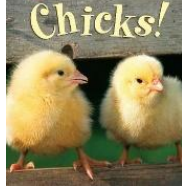
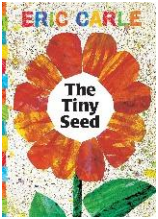
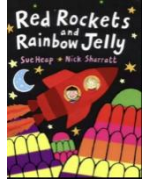


















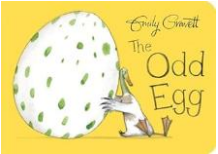





















































## Early Years Summer 1 Week-to-Week Plan 2026

<p>Early Years</p>	<p style="text-align: center;"><b>Week 1 and 2</b> Jack and the Bean Stalk</p> 	<p style="text-align: center;"><b>Week 3 and 4</b> Life Cycles Chicks 11<sup>th</sup> May 2026</p> 	<p style="text-align: center;"><b>Week 5</b> The Tiny Seed</p> 																						
<p>PSED PSED ELG</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention, responding appropriately, and following 1 &amp; 2 step instructions</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs</li> </ul> <p><b>Building Relationships</b></p> <p>Work and play cooperatively and take turns with others;</p> <ul style="list-style-type: none"> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>																								
<p>Six Strand</p>	<p><b>Focus</b></p>																								
<p>Christian Value</p>	<p><b>Courage</b></p>																								
<p>NO Outsiders Text</p>	<p><b>Red Rockets and Rainbow Jelly</b></p> <p>LO: It's ok to like different things</p> 																								
<p>Drawing Club</p> 	<p><b>Jack and the Beanstalk</b></p>  <table border="1" style="width: 100%; text-align: center;"> <tr> <td> clambering</td> <td> booming</td> <td> descending</td> <td> glittering</td> </tr> <tr> <td> ginormous</td> <td> shocking</td> <td> slinking</td> <td> chopping</td> </tr> </table>	 clambering	 booming	 descending	 glittering	 ginormous	 shocking	 slinking	 chopping	<p><b>The Odd Egg</b></p>  <table border="1" style="width: 100%; text-align: center;"> <tr> <td> emerge</td> <td> incubate</td> <td> demolish</td> <td> different</td> </tr> <tr> <td> fracture</td> <td> flourish</td> <td> plume</td> <td> cherish</td> </tr> </table>	 emerge	 incubate	 demolish	 different	 fracture	 flourish	 plume	 cherish	<p><b>The Tiny Seed</b></p>  <table border="1" style="width: 100%; text-align: center;"> <tr> <td> minuscule</td> <td> scorch</td> <td> freeze</td> </tr> <tr> <td> sink</td> <td> drifts</td> <td> gigantic</td> </tr> </table>	 minuscule	 scorch	 freeze	 sink	 drifts	 gigantic
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## Early Years Summer 1 Week-to-Week Plan 2026

<b>Communication and Language</b>  <b>Literacy</b>          <b>Phonics</b>	<b>Listening:</b> - Listen attentively and respond to what they hear with relevant questions, comments and actions - 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 <b>Speaking:</b> 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, - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions <b>Comprehension</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <b>Reading</b> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  <b>Writing</b> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.					
	<b>Phonics</b> Phase 4 - short vowels CVCC	<b>Phonics</b> Phase 4 - short vowels CVCC CCVC	<b>Phonics</b> Phase 4 - short vowels CCVCC CCCVC CCCVCC longer words	<b>Phonics</b> Phase 4 - longer words compound words	<b>Phonics</b> Phase 4 - root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	<b>Phonics</b> Phase 4 - Review week Teacher assessment
<b>Mathematics</b>	<b>Number</b> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <b>Numerical Patterns</b> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
	Week 1 Place Value Cherry Model for Number bonds Part, Part, Whole	Week 2 Shape and pattern Can you copy this repeating pattern with 3 shapes?	Week 3 Doubles and halves up to 10	Week 4 Addition and subtraction using the symbols to write the calculations and resources	Week 5 Measures Non-Standard practical measuring Length and mass	Week 6 Odd and Even Numbers Sharing One left over
<b>Gross Motor Skills</b> - Negotiate space and obstacles safely, with consideration for themselves and others;						

## Early Years Summer 1 Week-to-Week Plan 2026

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					
	Warm ups Team games Duck, Duck Goose Corners	Warm ups Team games Pirate's Treasure Dragon's Eggs	Warm ups Team games Traffic Lights Corners	Warm ups Summer sports Sprints Ball Jump	Warm ups Summer sports Bucket and ball Skipping Egg and Spoon	Warm ups Summer sports Slalom Obstacle course Target Throw
<b>Understanding of the World</b>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
		Tadpole introduction Creating a home Books, magnifying glasses	<b>Growing</b> Planting seeds - What do plants need?	<b>Growing</b> Planting seeds - looking after plants Observation	<b>Growing</b> Planting seeds - looking after plants Measuring	<b>Growing</b> Planting seeds - looking after plants Measuring
		<b>How can we tell whether it is old or new?</b> Vocabulary	<b>The History of Me</b> Baby, Toddler, Pre-schooler, school Human Life Cycle	<b>The History of Me</b> Baby, Toddler, Pre-schooler, school Human Life Cycle	<b>When My Parents were Little</b> Comparison	<b>Subject to change Victorian V Now</b> Similarities and Differences

## Early Years Summer 1 Week-to-Week Plan 2026

<b>Expressive Arts and Design</b>	<b>Creating With Materials</b> <ul style="list-style-type: none"><li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>- Share their creations, explaining the process they have used;</li><li>- Make use of props and materials when role playing characters in narratives and stories.</li></ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"><li>- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li></ul>
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