

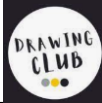


## Underwater Class Topic Web: EYFS Medium Term Planning TERM 6 Summer 2026: Know your place – local history.

**EYFS Framework** – 3 Prime Areas of Learning and 4 specific areas underpinned by four key themes: A unique child; Positive Relationships; Enabling Environments; Learning and Development  
 Encompassing the characteristics of effective learning: - playing and exploring, active learning, creative and critical thinking

Through our school values we show kindness, respect, aspiration, perseverance, forgiveness and work together.

<p><u>Prime Area: Communication &amp; Language</u></p> <ul style="list-style-type: none"> <li>Listen attentively to what is being read and to class discussions/within small group interactions</li> <li>Respond to what they hear with relevant questions and comments</li> <li>Hold increasingly sophisticated back and forth conversations, to develop ideas and understanding of a theme</li> <li>Offer explanations as to why something may have happened, in response to stories, poems and non-fiction texts and to personal experiences</li> <li>Use full sentences and accurate past, present and future tenses, including conjunctions eg and, because, so</li> </ul>	<p><u>Prime Area: Personal, Social &amp; Emotional Development</u></p> <ul style="list-style-type: none"> <li>Improve understanding of each of the school values.</li> <li>Engage in strategies to support our mental and physical health.</li> <li>Regulate and adapt own behaviour in response to different contexts e.g. Sports Day, local trips, visitors in school</li> <li>WWO – (Working with Others):- problem solving through developing ideas and decision making</li> <li>Cooperate with others, take turns and share</li> <li>Show an understanding of their own feelings and the feelings of others, including why people act the way they do, for example when considering events in stories</li> <li>Follow a series of instructions to complete an activity independently</li> <li>Show resilience and perseverance in response to increased expectations and in preparation for Year 1</li> </ul>	<p><u>Prime Area: Physical Development</u></p> <ul style="list-style-type: none"> <li>Use a tripod grip when holding a pencil to form letters correctly and show accuracy and detail when drawing</li> <li>Use small tools eg scissors effectively</li> <li>Through P.E. lessons, develop skills to improve speed, agility and travel, use our bodies to help us balance.</li> <li>Practise discipline, balance and coordination through yoga</li> <li>Negotiate space and objects safely when travelling around an area and when participating in games</li> <li>Develop an awareness and understanding of our bodies and how to stay safe and healthy (including, sun safety, fitness and healthy food choices)</li> <li>Explore how music and movement help us to tell a story</li> </ul>
<p><u>Literacy:</u>                  Key Texts: <i>The Everywhere Bear</i> by Julia Donaldson and Rebecca Cobb.</p> <ul style="list-style-type: none"> <li>Read and understand sentences using phonic knowledge to decode regular words and reading some common exception words by sight eg day, play, away, children</li> <li>Know and apply at least 10 digraphs when reading and writing eg ee, ai, oa, igh, ear, air, ure</li> <li>Demonstrate understanding when talking with others about what they have read and heard: consider different genres eg poetry, stories and non-fiction texts</li> <li>Use and understand new vocabulary introduced through fiction and non-fiction texts</li> <li>Write simple sentences that can be read by themselves and others: create a poster about our local environment and re-tell a familiar story</li> <li>Use key features of narrative and non-fiction in their own writing</li> <li>Begin to correctly spell irregular but high frequency words eg my, was, they</li> </ul>	<div style="display: flex; justify-content: space-around;">   </div>	<p><u>Mathematics: Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>Use 'First, then, now' within a story structure to demonstrate addition and subtraction eg First there were 6 lorries, then 4 drove away, now there are 2.</li> <li>Automatically recall number bonds to at least 5 and up to 10, including subtraction facts eg 3 and 2 make 5; 5 take away 2 is 3</li> <li>Verbally count beyond 20, recognising the pattern of the number system (explore numbers to 100 and beyond)</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be shared equally</li> <li>Begin to explore the value of 1p, 2p, 5p and 1p coins, in practical contexts</li> </ul>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>R.E.: What stories are special and why?</li> <li>Consider similarities and differences between their own beliefs and customs, and the beliefs and customs of others</li> <li>Describe a series of instructions as a sequence.</li> <li>Explore the countries and capital cities of the United Kingdom - What country do I live in? What town/village do I live in? What places have I visited in the UK? Learn about maps: what do they tell us and how can we use them?</li> <li>Describe how we care for the natural world around us.</li> <li>Lifecycle of a Chicken and Butterfly with real life experiences</li> </ul>	<p><u>Expressive Arts &amp; Design</u></p> <ul style="list-style-type: none"> <li>Safely use a variety of tools, materials and techniques to create resources inspired by Goldilocks and the 3 Bears e.g. a chair</li> <li>Sing songs and join in with rhymes and poems to learn about the natural world.</li> <li>Draw pictures of the natural world, including animals and plants.</li> <li>Develop and adapt narratives, inspired by topic themed stories</li> <li>Draw detailed and accurate self-portraits</li> </ul>	<div style="text-align: right;">  </div>