



Medium Term Plan – Summer 1 – Foundation Stage 1

<p align="center">Summer 1 themes:</p>	<p>- What is Summer? - JIGSAW: Relationships - Eid-ul-fitr -Minibeasts Other whole school events: VE day, Cultural diversity day (including Eid), Soccer Aid, National Numeracy day</p>	
<p align="center">Communication and Language Learning Intentions</p>	<p align="center">Key Experiences</p>	<p align="center">Visitors/Trips</p>
<p>Listening & Attention:</p> <ul style="list-style-type: none"> - Listens to stories with increasing attention and recall. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. -Focusing attention – still listen or do, but can shift own attention. -Maintains attention, concentrates and sits quietly during appropriate activity. <p>Understanding:</p> <ul style="list-style-type: none"> - Beginning to understand ‘why’ and ‘how’ questions. -Responds to instructions involving a two-part sequence. <p>Speaking :</p>	<ul style="list-style-type: none"> - CLL skills to be practised and embedded through all other areas of the EY curriculum. - Additional support through SAL/EAL work with MF. - Daily story time. - 1 X key worker activity a week focussing on CLL linked to stories and rhymes. - Mystery bag used daily with key objects and pictures to build on use of vocab and understanding. - All verbal questions and instructions supported by visuals and gesture. - Talk for writing strategies for retelling rhymes and stories. - Home corner/role play - garden centre/flower shop, small world minibeasts to develop vocabulary and imaginative play language. - Positional language games using teddies/puppets and other props. 	<p>Weekly stay and play with parents - staff to model use of language and vocabulary.</p>

<ul style="list-style-type: none"> -Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). -Uses intonation, rhythm and phrasing to make the meaning clear to others. <ul style="list-style-type: none"> -Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. -Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. 	<ul style="list-style-type: none"> - Increasing opportunities for higher level use of questioning with ‘why and ‘how’ questions as well as ‘what if...’ 	
Physical Development Learning Intentions	Key Experiences	Visitors/Trips
<p>Moving & Handling:</p> <ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. -Can catch a large ball - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. - Can copy some letters, e.g. letters from their name. -Can stand momentarily on one foot when shown. -Shows a preference for a dominant hand. -Begins to use anticlockwise movement and retrace vertical lines. <p>Health & Self Care:</p> <ul style="list-style-type: none"> - Observes the effects of activity on their bodies. - Understands that equipment and tools have to be used safely. - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. -Usually dry and clean during the day. 	<ul style="list-style-type: none"> - Daily opportunities for drawing, painting, cutting, playdough, use of construction area. - Cutting activities: cutting along lines/tracks, around shapes, playdough scissors, cutting various materials: card/straws/foil/pipe cleaners - Malleable area – playdough, shaving foam, cornflour etc. - Refining skills with malleable materials - rolling/pinching/squeezing/cutting/kneading/patting. - Observational drawings in learning journey books e.g. minibeasts, flowers, our friends. - Adults modelling correct pencil grip. - Gross and fine motor activities e.g writing letters and numbers in the air, in sand, using various mark making tools. - Daily Go Noodle. Weekly Dough disco - Make observations of our bodies after exercise: feel our heartbeat, notice our breathing, feel our body temperature. - Daily access to the outdoor area: bikes, scooters, water equipment for pouring, sand for digging, mud kitchen for mixing and pouring, large chalks for mark making, crates/planks/climbing frame and bridge for climbing, playground space for running. 	<p>Soccer Aid activities</p>
Personal, Social and Emotional Development Learning Intentions	Key Experiences	Visitors/Trips

<p>Making Relationships: -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Keeps play going by responding to what others are saying or doing. -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. -Initiates conversations, attends to and takes account of what others say..</p> <p>Self-confidence and self-awareness:</p> <p>- Shows confidence in asking adults for help. Can select and use activities and resources with help. - Welcomes and values praise for what they have done. -Is more outgoing towards unfamiliar people and more confident in new social situations. - Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Managing Feelings & Behaviour:</p> <p>-Aware of own feelings, and knows that some actions and words can hurt others’ feelings. --Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. -Can usually adapt behaviour to different events, social situations and changes in routine. -Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<ul style="list-style-type: none"> - Weekly JIGSAW sessions. - JIGSAW theme: ‘Relationships’. Use JIGSAW Jenny and her family pieces to talk about scenarios involving friendship, conflict and solving problems.. Extend children’s vocab on these values from Spring term. - Discussing images of different families/friends. Explore differences/similarities/beliefs/goals and celebrate diversity/being unique. - Explore names as part of our identity - learn to recognise each other’s names. Write names on a class charter to be passed on to the FS2 teachers. - Continue to embed use of sunshine/cloud behaviour system. - Continue to embed use of class target ladder with reward/treat. - Role play scenarios to instil rules and expectations supported by visuals and gesture. - Circle games, Together time with Lycra, - Emotions: play with mirrors and wooden emotion faces. - Regular Bubble time - Continuous adult modelling through play and key worker time. - Specific circle times: friendship/conflict and resolution/Eid/special times. - Building sentence stems around positive language about each other. - Setting challenges, building resilience, class mantra “You can do it!”. 	<p>Weekly Stay and Play sessions for parents - building relationships and parental engagement.</p>
<p style="text-align: center;">Literacy Learning Intentions</p>	<p style="text-align: center;">Key Experiences</p>	<p style="text-align: center;">Visitors/Trips</p>

<p>Reading:</p> <ul style="list-style-type: none"> -Beginning to be aware of the way stories are structured. -Suggests how the story might end. -Describes the main settings, events and characters in stories. -Hears and says the initial sounds in words. -Can segment the sounds in simple words and blend them together and knows which letters represent some of them. -Links sounds to letters, naming and sounding the letters of the alphabet. -Linking print in the environment to print and illustrations in books. <p>Writing:</p> <ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places . - Beginning to form some of the letters in our first name. -Uses some clearly identifiable letters to communicate meaning. 	<ul style="list-style-type: none"> - 'I like the flowers' summer rhyme and 'Once I caught a fish alive' number rhyme. - Learn rhymes and perform to other classes. - Hungry caterpillar story sack linked to minibeasts. - Storytime books around friendship e.g. Rainbow fish. - Non-fiction books on Minibeasts, Eid, Summer, gardens, seeds and growing. - 5 sentence stories on familiar tales. - Continuous provision in book corner with various traditional stories wooden character figures and puppets to act out stories. - Recognise name cards through daily welcome song – children segmenting own name into sounds. - Phonics: learning the initial sounds e.g. of our names. Blending some vc and cvc words for more able children. E.g. cat, it - Sound talking – oral segmenting and blending. Phonics tray as continuous provision in book corner to practise skills. Matching some objects to cvc word cards for more able pupils. - Environmental print – labels around the provision areas - Children to form most letters in their name. - Eid cards - Name cards and name writing - Continuous, daily opportunities for mark making (e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks) and letter formation (letter formation sheets, whiteboards, large letters to write inside, dotted name cards) - Rainbow writing with various coloured pens. - Sponge letter printing, whiteboards and pens, magnetic letters, tracing activities with tracing paper and templates. - Garden centre role play area: writing lists, drawing flowers/plants, making labels. - Observational drawings in learning journey books e.g. flowers/minibeasts. - Altogether Rhyme time using lycra, 'Let's go diving' song and objects from Rhyme basket. 	<p>Reading workshops for parents using Booktrust packs</p> <p>Children to bring their favourite books from home to share during story time..</p>
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	<ul style="list-style-type: none"> - Rhyme and listening provision area with Rhyme basket, rhyme books, instruments. Adult modelling of rhymes. 	
Mathematics Learning Intentions	Key Experiences	Visitors/Trips
<p>Numbers:</p> <ul style="list-style-type: none"> - Comparing two groups of objects, saying when we have the same number. -Separating a group of three or four objects in different ways, beginning to recognise that the total is still the same. -Recites numbers in order to 10. -Knows that numbers identify how many objects are in a set. --Shows an interest in number problems. -Recognise some numerals of personal significance. -Recognises numerals 1 to 5. -Counts actions or objects which cannot be moved. <p>Shape, Space & Measures:</p> <ul style="list-style-type: none"> -Shows interest in shapes in the environment. -Uses shapes appropriately for tasks. -Beginning to use language to name and describe 2D shapes. 	<ul style="list-style-type: none"> - 'Number of the week' explored through a range of mystery bag objects and pictures e.g. numicon pieces, rubber counting objects, flashcards, classroom objects. - Daily counting as part of welcome time on carpet – counting the children, name cards, finding the number of children on the numeral caterpillar. - Making number pattern caterpillars. - Outdoor minibeast and flower hunts: counting the number found and comparing amounts. - Self-initiated dice games, lotto, snap games. - Matching numicon to dice spots/numerals and numeral flashcards. - Number formation activities. - Printing with numicon. - Rubber minibeasts: different ways to make 5 (composition) - Tally charts using rubber minibeasts and numicon feel bags. - Ball games - pick a numeral card and roll the ball to friends that many times. - Outdoor bubble games popping and counting bubbles. - Continuous provision around number and shape. Luna park to explore 3D shapes. - Describing shapes in pictures e.g. storybooks. - Symmetrical shape butterflies. - Construction and blocks – STEM problem solving challenges. - Positional language games using teddies/puppets and other props. - Adult modelling counting opportunities across all provision areas, e.g. how many flowers are in each pot? How many altogether? - Celebration of children's birthdays. 	<p>National Numeracy day activities e.g. baking, games</p>

	<ul style="list-style-type: none"> - Outdoor equipment used for showing different ways to count e.g skips, hops, throwing. 	
Understanding the World Learning Intentions	Key Experiences	Visitors/Trips
<p>People & Communities:</p> <ul style="list-style-type: none"> -Recognises and describes special times or events for family or friends. -Shows interest in different occupations and ways of life. -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>The World:</p> <ul style="list-style-type: none"> -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Shows care and concern for living things and the environment. -Talks about why things happen and how things work. -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <p>Technology:</p> <ul style="list-style-type: none"> - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or images. 	<ul style="list-style-type: none"> - Daily weather chart. Exploring the effects outside. - Outdoor area: observing changes e.g. daisies growing, leaves on trees, insects and birds. - Outdoor minibeast hunts. - Butterfly life cycle. - Observing and comparing the features of different minibeasts. - Eid and Ramadan: learning about what these are and how Eid is celebrated. Compare to own experiences. - Eid activities: cards, moon craft, draw around hand and decorate, make parcels and gifts. - VE day activities: making bunting, party craft - Extend knowledge on magnets from Spring term by finding out how magnets work in water - using various objects in a water bottle and 'catching' the magnetic objects from the outside of the bottle with a magnet. - Atelier area in continuous provision with colour screens, torches, magnifying glasses and various loose parts. - Emphasis on pupils producing their own questions and lines of enquiry. - Role play area: Garden centre/flower shop, various seeds, soil, gardening utensils, watering cans. Exploring what is needed to make things grow. - Purple Mash on legamaster boards - mini mash. - CD player with rhymes CD in listening area. - USB microscope on Tango on legamaster board - children to zoom in on various objects and use descriptive language. 	<p>Live Caterpillars in net to look after and observe the change to butterflies. Butterflies then released outside.</p>

Expressive Arts and Design Learning Intentions	Key Experiences	Visitors/Trips
<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> -Beginning to be interested in and describe the texture of things. -Taps out simple repeated rhythms. -Explores and learns how sounds can be changed. -Explores colour and how colours can be changed. -Joins construction pieces together to build and balance. --Uses various construction materials. -Constructs with a purpose in mind, using a variety of resources. <p>Being Imaginative:</p> <ul style="list-style-type: none"> -Developing preferences for forms of expression -Uses movement to express feelings. -Creates movement in response to music. -Sings to self and makes up simple songs. -Makes up rhythms. -Create simple representations of events, people and objects. -Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> - Daily Go Noodle for dancing. - Altogether Rhyme time using lycra, 'Let's go diving' song and objects from Rhyme basket. - Rhyme and listening provision area with Rhyme basket, rhyme books, instruments. Adult modelling of rhymes. - Mystery bag to model purpose of tools such as jugs, scissors, pencils, paintbrushes. - Continuous provision for mark making, painting, construction, malleable, sensory, - Adults to model role play. - Symmetrical butterfly painting. - Split pin caterpillars. - Hungry caterpillar food collages to act out the story. - Craft related to phonics - paper plate tigers for 't', wool in paint to make a snake for 's'. - Flower collages - Flower props and playdough to make gardens. - Laminated leaf cards and playdough to make the hungry caterpillar. - Rainbow fish friendship theme linked to JIGSAW - wool weaving beach pictures, shiny fish scale collages, bubble blowing paint pictures. - Home corner/role play - garden centre/flower shop, small world minibeasts to develop vocabulary and imaginative play language. 	