



Medium Term Plan – Summer 2 – Foundation Stage 1

Summer 1 themes:	<ul style="list-style-type: none"> - What is Summer? - JIGSAW: Changing me - The farm (School trip to the Pink Pig farm- 11 before 11 experience) - Traditional and familiar stories: The Little Red Hen, revisit of The Three Little Pigs in Refugee week <p>Other whole school events: World Music day, Refugee week, Transition, 'The Grange's got talent' show</p>	
Communication and Language Learning Intentions	Key Experiences	Visitors/Trips
<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 to three-part sequence. 	<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 - Playdough kitchen to apply all fine motor skills from the year in a real life context and to develop vocabulary and imaginative play language. 	<p>Weekly stay and play with parents - staff to model use of language and vocabulary.</p> <p>Transition visits to FS2 - interact and communicate with FS2 staff</p> <p>11 before 11 school trip to</p>

<p>Speaking :</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. -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>. -Beginning to use more complex sentences to link thoughts (using and, because) 	<ul style="list-style-type: none"> - Positional language games using teddies/puppets and other props. - Increasing opportunities for higher level use of questioning with ‘why and ‘how’ questions as well as ‘what if...’ - Opportunities for discussions during transition activities. Encourage children to ask questions about new staff, classrooms, routines etc. - 11 before 11 experience at the Pink Pig farm to promote, develop and broaden vocabulary on the farm, animals and descriptive language. Opportunities to recall appropriate language and vocab as well as express thoughts and feelings about the trip. 	<p>the Pink Pig with parents/carers. Building relationships and parental engagement</p>
<p align="center">Physical Development Learning Intentions</p>	<p align="center">Key Experiences</p>	<p align="center">Visitors/Trips</p>
<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. - apply in Playdough kitchen role play area. - Observational drawings in learning journey books e.g. farm animals - mother and babies. - 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 	<p>Soccer Aid activities</p> <p>Several gross motor activities through the outdoor play areas on the FS1 farm trip e.g. climbing, swinging, jumping, digging.</p>

<p>-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>		
Literacy Learning Intentions	Key Experiences	Visitors/Trips
<p>Reading:</p> <p>-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. - Recognises familiar words and signs such as own name and advertising logos.</p> <p>Writing:</p> <p>- 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.</p>	<ul style="list-style-type: none"> - Animal rhymes and number rhymes: Old Macdonald/Old Mikamba, 5 little chicks. - Learn rhymes and perform to other classes. - Little Red Hen talk for writing. - Taking and sharing photographs of the farm trip. Matching pictures to captions for names of animals. - Refugee week with a revisit of three little pigs to look at feelings of fear/bravery when they flee their homes from the wolf. - Storytime books around animals, e.g. Farmer duck, Peek a moo - Non-fiction books on animals, farms, tractors, - 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. - Name cards and name writing - Continuous, daily opportunities for mark making (e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks) and letter 	<p>Pre-reader books changed during weekly stay and play with parents/carers</p> <p>Children to bring their favourite books from home to share during story time.</p>

	<p>formation (letter formation sheets, whiteboards, large letters to write inside, dotted name cards)</p> <ul style="list-style-type: none"> - Rainbow writing with various coloured pens. - Sponge letter printing, whiteboards and pens, magnetic letters, tracing activities with tracing paper and templates. - Observational drawings in learning journey books e.g. farm animals - Naming and labelling farm animals using segmenting skills. Writing initial sounds of animals next to pictures. - 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. 	
Mathematics Learning Intentions	Key Experiences	Visitors/Trip
<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. - Estimates how many objects they can see and checks by counting them. -Finds the total number of items in two groups by counting all of them. <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. - Self-initiated dice games, lotto, snap games. - Matching numicon to dice spots/numerals and numeral flashcards. - 'First, Then, Now' number stories to understand the concept of change (addition/subtraction) using farm animals. - Problem solving - how many animals can fit in different sized fields (link to estimating) - Number formation activities. - Continuous provision around number and shape. - Describing shapes in pictures e.g. storybooks - Construction and blocks – STEM problem solving challenges. - Size and positional language games using adult/baby farm animals and farm props. 	<p>Counting opportunities on Pink Pig farm trip</p>

	<ul style="list-style-type: none"> - Adult modelling counting opportunities across all provision areas, e.g. how many cows are on the farm? How many pigs? How many cows and pigs are there altogether? - Celebration of children's birthdays. - 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. -Remembers and talks about significant events in their own experience. -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. -Develop an understanding of growth, decay and changes over time. <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. 	<ul style="list-style-type: none"> - Daily weather chart. Exploring the effects outside. Reflect on seasonal changes. - Outdoor area: observing changes e.g. daisies growing, leaves on trees, insects and birds. - Observations of adult and baby farm animals, noticing differences and similarities between their features. - Matching adult to baby farm animals. - Learning about the roles and occupations of the farm and the people who live/work there. - Sensory play linked to the farm - textures of farm animal skin/fur/wool/feathers, various cereals to represent crops and hay e.g. shredded wheat haybales. - Process of baking/effect of heat through baking bread for the Little Red hen. - 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. - Refugee week - revisit The three little pigs story with an emphasis on the feelings of fear and bravery experienced when fleeing their homes from the wolf. - Role play area: Real playdough kitchen, making real food using malleable materials. - Purple Mash on legamaster boards - mini mash. - CD player with rhymes CD in listening area. 	<p>11 before 11 school trip to the Pink Pig Farm with parents/carers. Children experience a tour of the farm, feeding the animals, a tractor ride and outdoor play on diggers and other play equipment. A picnic will be included.</p>

<p>-Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or images. -Knows that information can be retrieved from computers.</p>	<ul style="list-style-type: none"> - USB microscope on Tango on legamaster board - children to zoom in on various objects and use descriptive language. - Explorify - guess the zoomed in pic. - Taking and sharing photographs of the farm trip. Matching pictures to captions for names of animals. 	
<p align="center">Expressive Arts and Design Learning Intentions</p>	<p align="center">Key Experiences</p>	<p align="center">Visitors/Trips</p>
<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. -Explores what happens when they mix colours. -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. - Paper plate chick masks to act out 5 Little Chicks Number Rhyme. - Little Red Hen stick puppets to act out the story. - Making and tasting bread for the Little Red hen. - Farm animal collages e.g. cotton wool sheep, feathery chicks. - Sensory play linked to the farm - textures of farm animal skin/fur/wool/feathers, various cereals to represent crops and hay e.g. shredded wheat haybales. - Home corner/role play - Playdough kitchen to apply all fine motor skills from the year in a real life context and to develop vocabulary and imaginative play language. - Small World play with farm animals, farm workers, farm vehicles alongside other construction to combine and use different materials. 	<p>World Music Day activities</p>

	<ul style="list-style-type: none">- World music day activities: listening to a range of music from around the world including guess the instrument. Children to dance and join in using own instruments.	
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