



Foundation Stage 1 -Summer Term Medium Term Planning
2021-2022



The Medium Term Plan shows key teaching points within our topic with progression in key skills personalised to the individual child's needs. The Characteristics of Effective Learning run through all areas of learning as well as opportunities for children's interests to be explored further through child-initiated and adult directed activities within the provision.

Summer 1 - Once Upon a Time

Entry Point: Trip to Play Avenue

Exit Point: Songs and dance to parents

Summer 2 - In The Garden

Entry point: Sunflower seeds

Exit Point: Sharing sunflower seeds

Key School Events: World Art Day, Earth Day, Mental Health Awareness Week, National Numeracy Day, World Day for Cultural Diversity for Dialogue and Development, Post 1066 Study Day, Queen Platinum Jubilee, Refugee Week, Make Music Day, Bastille Day, Sports Day, Transition



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Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Unique Child Positive Relationships Enabling Environments Personal Social And Emotional	Making relationships	Once Upon a Time -Story characters in small world area -Stick puppets -Ring games -Role play area - fairytales -Right and wrong - moral of the story. -Choosing resources they need for their chosen activity and say when they do and do not need help. -Working as part of a group by sharing and listening to each other's ideas. -Discuss how the characters in the story feel
	Self-confidence and self-awareness	In the Garden -Move like different insects -Bug hunt -Making a bug hotel -Bugs and insects in role play areas
	Managing feelings and behaviour	Jigsaw Unit: <i>Relationships</i> Jigsaw Piece 1: My Family and Me Jigsaw Piece 2: Make Friends. Make Friends, Never Never Break Friends Jigsaw Piece 3: Make Friends. Make Friends, Never Never Break Friends Jigsaw Piece 4: Falling Out and Bullying Jigsaw Piece 5: Falling Out and Bullying Jigsaw Piece 6: Being the Best Friend We Can Be <i>Changing Me</i> Jigsaw Piece 1: My Body Jigsaw Piece 2: Respecting my Body Jigsaw Piece 3: Growing Up



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			Jigsaw Piece 4: Fun and Fears Jigsaw Piece 5: Fun and Fears Jigsaw Piece 6: Celebration
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Positive Relationships Enabling Environments	Specific Areas	
	Aspects	Possible experiences, opportunities, activities and enhancements



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	Physical Development	Moving and Handling (Fine and Gross Motor)	Once Upon a Time/In The Garden <ul style="list-style-type: none">-Daily opportunities for drawing, painting, cutting, playdough, use of construction area-Observational drawings in learning journey books-Adults modelling correct pencil grip-Fine motor activities (always accessible within the provision): tweezers, threading, drawing lines, making marks through a number of activities-Large, gross motor activities e.g use of streamers during altogether time-Daily Go Noodle.-Daily access to the outdoor area: bikes, scooters, water equipment for pouring, sand for digging, mud kitchen for mixing and pouring, large chinks for mark making, crates/planks/climbing frame and bridge for climbing, playground space for running.-Running around obstacles and standing on one leg.
		Health and Self- care	<ul style="list-style-type: none">-Toilet time built into routine. Regular reminders for children still in pull-ups.-Adults to model self-care skills e.g. putting on clothes, doing zips, buttons, putting shoes/wellies on and off, saying when tired or hungry.-Use large cardboard boxes to work together to make an emergency vehicle.-Large scale pictures from the stories-Re-enact the stories outside on a large scale



Specific Areas

Unique Child Positive Relationships Enabling Environments

	Aspects	Possible experiences, opportunities, activities and enhancements
<p>Communication And Language</p>	<p>Listening and Attention</p>	<p>Once Upon a Time/In the garden</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
	<p>Understanding</p>	<ul style="list-style-type: none"> - Verbal questions and instructions supported by visuals and gesture. -Play listening and attention games with the children. Place a small number of -themed items on a tray and cover with a blanket. Remove one of the objects - Can they say which one has been removed? -Hidden figures and vehicles, children to use positional language to direct a friend to find it. For example, it is next to/behind the bench. -Pictures of different 'people who help us' around the environment to encourage the children to talk about them -Retelling the stories
	<p>Speaking</p>	<ul style="list-style-type: none"> -Encourage children to use language structures for PSED (no, I don't like..., please, thank you, would you like a turn, will you play with me? Etc -Adults to model and extend role play <p>Talk4Writing (Poetry- Nursery Rhymes)</p> <ul style="list-style-type: none"> ● The Grand Old Duke of York ● This Little Piggy ● Going to the garden to eat worms ● Little Miss Muffet



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Unique Child Positive Relationships Enabling Environments

Specific Areas

	Aspects	Possible experiences, opportunities, activities and enhancements
<p>Literacy</p>	<p>Reading Comprehension Phonics</p>	<p>Once Upon a Time Class Books: -The Three Little Pigs -Little Red Riding Hood</p> <p>In The Garden Class Books: -The Enormous Turnip - Olivers Vegetables</p> <p>Reading: -Listening to sounds within the environment. -Daily storytime, discussion and role play opportunities. -Sound recognition and letter recognition.</p>
	<p>Writing</p>	<p>-Continuous. daily opportunities for reading e.g. reading corner, reading opportunities and texts in all areas of provision (recipe cards, instructions, magazines, car manuals, books), puppets, role play. -Altogether rhyme time. -Name recognition. -Instrumental sound discrimination.</p> <p>Phonics: -Phonics: letter of the week with concrete objects and pictures. -Oral blending and segmenting. -Instrumental sound discrimination.</p> <p>Writing: -Non-Fiction modelled writing -Mark making and giving meaning to marks -Trace and practice writing names. -Dough Disco</p>



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Specific Areas		
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Unique Child Positive Relationships Enabling Environments Maths	Number	Once Upon a Time/In the Garden - '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.
	Numerical Patterns	- Number of the Week 1-5. - Reciting - recognition 1 to 1 counting 1-5. - Counting songs . - Construction and blocks – STEM problem solving challenges. - Representing numbers - Positional language
	Measure, Space and Spatial Thinking	



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Unique Child Positive Relationships Enabling Environments Understanding of the World RE History Geography Science Design and Technology Computing	People, Culture & Communities	Once Upon a Time/In the Garden -Small world story characters -Exploring materials for houses and bridges -Use magnifying glass to look at photos of living things draw, talk about features they like and dislike. -Habitats -What do they eat? -How many legs?
	Past and Present	-Minibeast hotel -Bird Feeders Celebrations: <u>VE day: Make bunting for the environment.</u>
	Early Technology	STEM: Focus:Structures (Floating and Sinking) Nut and Bolt Structures Focus: Environmental Science Sprout Seed in a Jar Operate simple Technology: -2Beat (Purple Mash) -Mechanisms , use simple toys -Beebots and remote control cars, moving in different directions -2Count (Purple Mash)
	The Natural World	Seasonal Changes: Summer -Daily weather chart -Listening walks



Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Unique Child Positive Relationships Enabling Environments Expressive Arts Art Design and Technology Music	Creating with Materials	<p>Once Upon a Time/In the Garden</p> <ul style="list-style-type: none"> -Story characters in small world area. -Construction with reclaimed materials - vehicles. -Mystery bag to model the purpose of tools such as jugs, scissors, pencils, paintbrushes. -Continuous provision for mark making, painting, construction, malleable, sensory <p><u>Art Focus: Digital media</u></p> <ul style="list-style-type: none"> -Use simple digital and photography tools to create and take pictures (e.g. Purple Mash, Paint) of the environment and from imagination <p><u>Art Focus: Printing</u></p> <ul style="list-style-type: none"> -Using objects, body ,vegetables and natural resources.
	Being Imaginative and Expressive	<p>Music</p> <ul style="list-style-type: none"> -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. -Clapping beats, stamping feet. -Instruments, singing and dancing within daily provision. -Welcome song, end of the day song, transition songs, weather song, days of the week song. -Familiar songs.