



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 - On The Farm**

**Entry Point:** Trip to the Farm and Chicks

**Exit Point:** Share our work with parents and governors

### **Summer 2 - Creepy Crawlies**

**Entry Point:** Caterpillars

**Exit Point:** Releasing butterflies into the environment

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



Specific Areas

Unique Child Positive Relationships Enabling Environments

	Aspects	Possible experiences, opportunities, activities and enhancements
<p><b>Personal Social And Emotional</b></p>	<p>Making relationships</p>	<p><b>On the Farm</b></p> <ul style="list-style-type: none"> <li>-Observe eggs hatching.</li> <li>-Children develop set of rules to care for chicks</li> <li>-Circle time to share feelings about looking after chicks and caring for living things/each other.</li> <li>-Caring for living things – plant, animal, insect</li> <li>-Discuss new babies in the family (if appropriate) – can help to cope with jealousy.</li> <li>-Photos of family groups – discuss stages of life.</li> <li>-Interest tables -seeds/bulbs/fruit etc to explore.</li> <li>-Safety on the farm – machinery, washing hands etc.</li> <li>-Take care of the environment – when you go on a country walk shut gates, don't drop litter etc.</li> <li>-What do animals eat?</li> </ul>
	<p>Self-confidence and self-awareness</p>	<p><b>Creepy Crawlies</b></p> <ul style="list-style-type: none"> <li>-Observe caterpillars</li> <li>-Children develop set of rules to care for minibeasts</li> <li>-Caring for others</li> <li>-Taking care of insects</li> <li>-Taking care of environment</li> <li>-What do minibeasts eat?</li> </ul> <p><b>Jigsaw Unit:</b> <i>Relationships</i></p>
	<p>Managing feelings and behaviour</p>	<p>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</p>



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2021-2022



*Changing Me*

Jigsaw Piece 1: My Body

Jigsaw Piece 2: Respecting my Body

Jigsaw Piece 3: Growing Up

Jigsaw Piece 4: Fun and Fears

Jigsaw Piece 5: Fun and Fears

Jigsaw Piece 6: Celebration



Unique Child Positive Relationships Enabling Environments

Specific Areas

Aspects

Possible experiences, opportunities, activities and enhancements

**Physical Development**

Moving and Handling  
(Fine and Gross Motor)

**On the Farm**

- Move like different animals
- Work together to mirror actions or guess the animal Farm
- Pretend to be different types of farm machinery
- Ride on tractors and trucks
- Action rhymes
- Make plasticine animals
- Make animal homes out of construction toys
- Move like animals – skip like lambs, paddle like ducks, gallop like horses etc.
- Handwriting Nelson's scheme.
- Correct pencil grip activities.

Health and Self- care

- Cutting/folding cards and models.
- Shape/mould/stick glue chick art.
- Make vegetable soup – healthy eating, hand-eye coordination

**Creepy Crawlies**

- Move like different insects
- Action rhymes
- Plasticine insects
- Making a bug hotel
- Making insects out of construction toys
- Handwriting Nelson scheme
- Correct pencil grip activities.
- Cutting/folding cards and models.

**PE- Hall time**

Unit: Balance, Coordination and Agility

- Improve agility and number recognition
- Travel at different speeds and move in different directions
- Improve my coordination whilst travelling through an obstacle course



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2021-2022



			<ul style="list-style-type: none"> <li>-Balance and hold a shape</li> <li>-Begin to jump and land with control</li> <li>-Develop agility, balance and coordination with a ball</li> <li>-Move and dodge to avoid objects</li> </ul> <p>Sports Day Practice</p> <p><u>Unit: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>-Develop ball control and accuracy when rolling a ball</li> <li>-Develop throwing and catching skills</li> <li>-Improve hand eye coordination when throwing and bouncing a ball</li> <li>-Develop my aim and accuracy when throwing a ball</li> <li>-Develop my aim and accuracy when kicking a ball</li> <li>-Learn to keep a ball under control when dribbling a ball</li> </ul>
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Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Unique Child Positive Relationships Enabling Environments	<b>Communication And Language</b>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li><b>On the Farm</b></li> <li>-Farm animal puppets</li> <li>-Stories with props</li> <li>-Songs and Rhymes</li> <li>-Alliteration with initial sound e.g. clumsy cow, happy horse</li> <li>-Act out stories</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>-Animal sounds listening games</li> <li>-Role play area – Farm shop/ Animal Barn</li> <li>-Farm story bag/feely bag</li> <li>-Matching cards – adult and baby animals</li> <li>-Names for adult and baby animals</li> <li>-Talk about different jobs around the farm – mucking out/shearing sheep/milking time etc.</li> <li>-Children plan a role play area, e.g. vet, pet shop, farm.</li> </ul> <p><b>Creepy Crawlies</b></p>



Foundation Stage 2 -Summer Term Medium Term Planning  
2021-2022



		Speaking	<ul style="list-style-type: none"><li>-Creepy crawly songs/actions</li><li>-Minibeast role play area</li><li>-Minibeast exploration centre</li><li>-Stories with props</li></ul>
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Specific Areas

Aspects

Possible experiences, opportunities, activities and enhancements

Literacy

Reading

Comprehension

Phonics

**On the Farm**

- Fact Files on animals
- Talk for Writing opportunities- farm stories
- Farm shop role play area
- Observations of seeds growing
- Explore big books about chick hatching and living things
- Make our own simple information books about living things
- Speech bubbles/thought bubbles for living things
- Provide a range of non-fiction books about eggs/chicks/hens and other egg-hatching creatures for independent and guided reading

**Class Books:**

- The Little Red Hen
- Farmer Duck
- Handa's Surprise
- Rosie's Walk

**Creepy Crawlies**

- Fact Files on insects
- Talk for Writing opportunities - nursery rhymes, insect stories
- Observation of caterpillars to butterflies
- Exploring Big Books
- Speech bubbles in the outdoor area to go alongside insects
- Range of non-fiction books about insects

**Class Books:**

- The Very Hungry Caterpillar
- The Very Busy Spider
- Aaaarrgghh Spider!
- Yucky Worms
- SuperWorm
- What the Ladybird Heard



Writing

- Spinderella
- Norman the Slug with the Silly Shell

**Reading:**

- Listening to sounds within the environment.
- Daily storytime, discussion and role play opportunities.
- Sound recognition and letter recognition.
- Initial Code blending activities.
- High Frequency Word activities.
- 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.
- Adults to listen to individual children read.

**On the Farm**

- Fact files.
- Phonics through living things.
- Writing materials in a role play area for vet, farmer, shopkeeper to use. Children put their own labels on chicken/chicks/different eggs.
- Labelling animals and their young and the life cycle of a chicken
- 5 sentence stories.
- Diaries of seed growing.
- Observations of seeds growing.
- Design a seed packet.
- Label parts of flowers.
- Instructions to make bread

**Creepy Crawlies**

- Fact files.
- Phonics through living things.
- Labelling insects
- 5 sentence stories.
- Diaries of seed growing.
- Observations of seeds growing.
- Design a seed packet.
- Label parts of flowers.

**Phonics:**





Foundation Stage 2 -Summer Term Medium Term Planning  
2021-2022



**Sounds Write**

Unit 11:ch, sh, ng, ck, qu, wh, th

Polysyllabic Words

-Continuous daily opportunities to support phonics learning: use of interactive floor, phonics activities in provision, use of EducationCity and PurpleMash to reinforce phonics.

**Handwriting**

-Daily handwriting introduced through Nelson Blue scheme.

**Writing**

-Daily name writing

-Environmental print – labels around the provision areas

-Initial Code writing activities, moving on to captions for more able.

-Adults modelling writing names on pictures/paintings.

-Introduction of whole class 5 sentence stories

-Independent 5 Sentence story writing

-Continuous, daily opportunities for mark making e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks.

Jane Considine (Fiction/Narrative) Rosie's Walk

Jane Considine (Non-Fiction) I Wanna Iguana



Unique Child Positive Relationships Enabling Environments	Specific Areas	
	Aspects	Possible experiences, opportunities, activities and enhancements
	<p><b>Maths</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>-Count one more/less chick etc.</li> <li>-Place chicks in various places in, out around the box, children describe position.</li> <li>-Exploring number 1-20 (ordering/place value/addition/subtraction).</li> <li>-Make a chicks and minibeasts out of 2D shapes: identify/count the shapes used.</li> <li>-Sort animals – either different types of animal, or adult and baby animals, or farm animals from zoo animals</li> <li>-Role play area – money and counting in the Farm Shop</li> <li>-Sequence animals e.g. 1 pig, 2 sheep, 1 pig, 2 sheep.</li> <li>-Five little ducks in the water tray</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>-Survey of the children’s favourite animals</li> <li>-Count money in and out of piggy banks</li> <li>-Small world farm – counting animals</li> </ul> <p><b>Creepy Crawlies</b></p> <ul style="list-style-type: none"> <li>-Number bonds using ladybirds/numicon/tens frame.</li> <li>-Doubles and Halves using ladybirds/numicon.</li> <li>-Money through role play and numicon/tens frame.</li> <li>-How many legs on minibeasts (addition and subtraction)</li> </ul> <p><b>White Rose Maths Reception Scheme:</b></p> <p><b>To 20 and Beyond! ( wk 1, 2, 3)</b></p> <ul style="list-style-type: none"> <li>-Spatial Reasoning (1)</li> <li>-Match, Rotate, Manipulate</li> </ul> <p><b>First, Then Now (wk 4, 5, 6)</b></p> <ul style="list-style-type: none"> <li>-Spatial Reasoning (2)</li> <li>-Compose and Decompose</li> </ul>



Foundation Stage 2 -Summer Term Medium Term Planning  
2021-2022



			<p><b>Find My Pattern (wk 7, 8, 9)</b></p> <ul style="list-style-type: none"><li>-Spatial Reasoning (3)</li><li>-Visualise and Build</li></ul> <p><b>On the Move (wk 10, 11, 12)</b></p> <ul style="list-style-type: none"><li>-Spatial Reasoning (4)</li><li>-Mapping</li></ul>
		Measure, Space and Spatial Thinning	<p><b>On the Farm</b></p> <ul style="list-style-type: none"><li>-Positional language (farm animals)</li><li>-Measure each other over a period – height, hands, feet.</li><li>-Make a height chart</li><li>-Measure plants</li><li>-Sort seeds</li><li>-Make symmetrical paintings, drawings</li><li>-Comparisons –tall child, short adult</li></ul> <p><b>Creepy Crawlies</b></p> <ul style="list-style-type: none"><li>-Survey of the children’s favourite animals</li><li>-2D shape and 3D shape minibeasts</li><li>-Measuring minibeasts</li></ul>



Unique Child Positive Relationships Enabling Environments	Specific Areas	
	Aspects	Possible experiences, opportunities, activities and enhancements
	<p><b>Understanding of the World</b></p> <p>RE History Geography Science Design and Technology Computing</p>	<p><b>People, Culture &amp; Communities</b></p> <p><b>On the Farm</b></p> <ul style="list-style-type: none"> <li>-Visit a Farm</li> <li>-Role play area – Farm Shop/Animal Barn</li> <li>-Duck pond in the water tray</li> <li>-Small world farm</li> <li>-Harvest</li> <li>-Make boiled eggs/egg sandwiches/pancakes</li> <li>-Farming around the world</li> <li>-Investigate animal coverings – fur/feathers/skin/wool</li> <li>-Learn about the life cycle of a chick, sort and order.</li> <li>-Habitats</li> <li>-What do they eat?</li> <li>-Compare themselves to other living things similarities/differences</li> <li>-Explore maps of a farm and opportunity to create their own farm maps.</li> </ul> <p><b>Creepy Crawlies</b></p> <ul style="list-style-type: none"> <li>-Digital photography.</li> <li>-Use magnifying glass to look at photos of living things draw, talk about features they like and dislike.</li> <li>-Habitats</li> <li>-What do they eat?</li> <li>-How many legs?</li> <li>-minibeast hotel</li> <li>-Bird Feeders</li> </ul> <p><u>Key History Question: How do things around me change?</u></p> <p>Why do we wear different clothes during the year?</p> <ul style="list-style-type: none"> <li>-Comparing summer and winter clothes</li> </ul> <p><u>Post 1066 Study Day:</u></p> <p>Investigation of 'Old and New'</p>
<p><b>Past and Present</b></p>		



		<p>Early Technology</p>	<p><b>My Senses</b> -Introduce the idea that we can learn about things using our senses; use a range of religious objects/artefacts/resources that engage the senses, e.g. incense, music, art, etc -Explore different ways of using the senses using stimulus associated with religion, e.g. music, art, story, incense, food, etc.</p> <p><b>Our Beautiful World</b> -Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment; make links with Judaism -Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism - Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.)</p> <p><b>Home and school environment</b> -Explore the outdoor environment and discuss the changes. Similarities and differences between seasons. -Looking outside at the environment &amp; weather. -Summer walk : Having a look at the environment, feeling the ground, what has happened to the trees, look at buds, flowers and vegetable gardens.</p> <p><b>STEM:</b> Focus: Chemical Science Newspaper Hat Focus: Biological Science Bird Feeders</p> <p>Operate simple Technology: -Children to independently be able to log on using the Chromebooks. -Access Education City and PurpleMash activities (preset by the teacher) -Using the I pads. - Operating the interactive floor. -Operating Beebots</p> <p><b>Computing (Purple Mash):</b> <u>Focus: 2Beat (Farm Yard)</u> -Listen to the different instruments and make a choice. -Create your tune by clicking on the boxes and playback tune. -Listen to each other's songs. <u>Focus: 2 Count</u></p>
		<p>The Natural World</p>	



**Foundation Stage 2 -Summer Term Medium Term Planning  
2021-2022**



			<ul style="list-style-type: none"> <li>-Choose different minibeasts children to pick their favourite.</li> <li>-Children to record findings based on observations.</li> <li>-Answer questions using the pictogram.</li> </ul>
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Specific Areas			
Unique Child Positive Relationships Enabling Environments		Aspects	Possible experiences, opportunities, activities and enhancements
		<b>Expressive Arts</b>  Art Design and Technology Music	Creating with Materials



Foundation Stage 2 -Summer Term Medium Term Planning  
2021-2022



Being Imaginative and Expressive

- Role play areas
- Songs and Rhymes
- Weaving with wool
- Papier mache

Art Focus: Digital Media

- Use simple digital and photography tools to create and take pictures (e.g.Purple Mash, Paint) of the environment and from imagination

Art Focus: Printing

- Use paint to print on different surfaces.
- Print with a purpose in mind.
- Use a small range of objects to create prints.
- Identify and comment on print in the environment.

**Music (Charanga):**

Focus: Big Bear Funk

- I can copy back a clapping rhythm.
- I can tell you the story the lyrics tell? (Hickory Dickory).
- I can learn Twinkle Twinkle Little Star song.
- I can recap the songs learnt this year and talk about my favourite ones.
- I can recap the songs learnt this year.
- I can play my part in a final performance.

Composers of the Half Term:

Wolfgang Amadeus Mozart

Dolly Parton