



## Foundation Stage 1 -Summer Term Medium Term Planning 2022-2023



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.

<b>Summer 1 - Once Upon a Time</b>						
<b>Entry Point:</b> Trip to Play Avenue and chicks						
<b>Exit Point:</b> Songs and dance to parents						
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						
<b>Learning Journey</b>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Literacy Focus</b>	The Three Little Pigs		Little Red Riding Hood		Jack and the Beanstalk	
<b>Area of learning</b>	<b>What children need to learn.</b> Learning intentions:					
<b>Communication and Language</b>	Listening and Attention	To recall key events in a story  <b>Vocabulary: strong, blow, one, two, three, first, second, third</b>		To understand who questions.  <b>Vocabulary: safe, danger, scared, frightened, happy,</b>		To recall key events in a story  <b>Vocabulary: tall, small, strong grow, soil, leaf, shoots, roots, stem, stalk, sunlight</b>
	Speaking	To know and retell the story of "The Three Little Pigs"		To know and retell the story of "Little Red Riding Hood"		To know and retell the story of "Jack and the Beanstalk"

		To know and use vocabulary linked to their theme.		To know and use vocabulary linked to their theme.		To know and use vocabulary linked to their theme.	
<b>Personal, Emotional and Social</b>	Self-Regulation	To wait for a turn within a group activity	To begin to accept that they do not have to win.		To show confidence in visiting “play avenue” local trip.		
	Managing Self	To independently select own snack and pour drink	To know how to calm themselves by stopping and taking deep breaths.  Vocabulary: calm, breathe, count		Stranger Danger  To be able to identify a familiar person.  Vocabulary: safe, trusted adult, helpful, stranger, danger	To know to brush their teeth to be healthy.  Vocabulary: toothbrush, toothpaste, strong, healthy, clean, sugar, rotten	
	Building Relationships  Jigsaw-Relationships	Jigsaw Piece 1: My Family and Me  Vocabulary: family, brother, sister, old, young, mum, dad, grandad, grandma, auntie, uncle, cousin	Jigsaw Piece 2 and 3: Make Friends. Make Friends, Never Never Break Friends  Vocabulary: friend, friendship, key names	Jigsaw Piece 4: Falling Out and Bullying  Vocabulary: unkind, unfair, hurt, scared, angry, cry, snatch, feelings	Jigsaw Piece 5: Falling Out and Bullying  Vocabulary: bully, bullying, not fair, repeatedly, upset, feelings, scared, frightened, trusted adult	Jigsaw Piece 6: Being the Best Friend We Can Be  Vocabulary: friend, caring, share, turn taking, smile, happy, smile, kind, funny, laugh	

<b>Physical</b>	Gross Motor	To be able to change directions	To be able to balance on 1 leg	To be able to hop on 1 leg	To be able to jump 2 feet.	To be able to skip.		
	Fine Motor	Dough Disco and Squiggle						
		To begin to hold a paintbrush using the correct grip	To follow left to right tracks with accuracy	Peg wolves To use tools with accuracy	Beanstalk by threading leaves onto pipe cleaners To be able to thread objects with developing accuracy.	Salt dough chicks To be able to form shapes with accuracy		
		To be begin to form letter sounds.	To use scissors to cut lines carefully	To know how to use a comfortable grip when holding a pencil.				
<b>Literacy</b>	Word Reading	To be able to recognise <b>i</b> and <b>a</b> and identify objects beginning with the sounds.	To be able to recognise <b>s</b> and <b>t</b> and identify objects beginning with the sounds.	To be able to recognise <b>m</b> and <b>n</b> and identify objects beginning with the sounds.	To be able to recognise <b>p</b> and <b>o</b> and identify objects beginning with the sounds.	To be able to recognise <b>b</b> and <b>c</b> and identify objects beginning with the sounds.	To be able to recognise <b>g</b> and <b>h</b> and identify objects beginning with the sounds.	
		To begin to orally segment words.	To begin to orally segment words.	To begin to orally segment words.	To begin to orally segment words.	To begin to orally segment words.	To begin to orally segment words.	
			To be able to orally blend vc and cvc words with known sounds.	To be able to orally blend vc and cvc words with known sounds.	To be able to orally blend vc and cvc words with known sounds.	To be able to orally blend vc and cvc words with known sounds.	To be able to orally blend vc and cvc words with known sounds.	
	Comprehension	To know how to turn the pages of a book carefully. To read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.						

	Writing	To give meanings to marks  To begin to form some letters correctly (i and a)	To give meanings to marks  To begin to form some letters correctly (s and t)	To give meanings to marks  To begin to form some letters correctly ( m and n)	To give meanings to marks  To begin to form some letters correctly (p and o)	To give meanings to marks  To begin to form some letters correctly (b and c)	To give meanings to marks  To begin to form some letters correctly (g and h)
<b>Mathematics</b>	Number and Numerical Patterns	<p>To count in correspondence to 10.</p> <p>To subitise to 3.</p> <p>To use language including light, heavy, full and empty.</p> <p>To name 2D shapes (circle, triangle, square and rectangle) and make shape pictures (beanstalks/leaves).</p> <p>To use positional language to describe the Little Pigs Houses.</p> <p>To solve real world mathematical problems with numbers up to 5.</p>					
<b>Understanding the World</b>	Past and Present		St Georges Day  To be able to talk about St Georges Day	Kings Coronation  To be able to talk about what they see  <b>Vocabulary: celebrate, coronation, jewels, king</b>			
	People, Cultures and Community	Eid To develop positive attitudes about the differences between people.  <b>Vocabulary: people, star, moon, food, celebrate</b>	To be able to recognise the England Flag  <b>Red, white, cross, flag</b>	To be able to talk about familiar people and where they live  <b>Vocabulary: family, brother, sister, mummy, daddy, grandparents, Ashby, Scunthorpe, house, bungalow, flat, park, shops</b>			

	The Natural World	To plant seeds and care for growing plants.  Vocabulary: plant, soil, seed, water, light, warmth	Little Pigs Houses  To begin to talk about similarities and differences of materials (wood, bricks, straw).  Vocabulary: wood, brick, straw, hard, soft, strong, light, heavy	Spring Woods Photographs  To be able to identify the signs of spring.  Vocabulary: flowers, daffodil, daisy, growth, buds, blossom, leaves	Senses (Wolf)  To explore the Senses (sight, hearing, touch, taste, smell) using talk.  Vocabulary: senses, touch, smell, taste, feel, hear, soft, hard, tasty	Plant a bean seed  To know that seeds can turn into plants.  Vocabulary: bean, seed, shoot, leaves sprouting, roots, water, soil, sunlight,	To begin to understand how it takes time to grow fruit and vegetables  Vocabulary: bean, seed, shoot, leaves sprouting, roots, water, soil, sunlight,
Expressive Arts and Design	Creating with Materials	Paintings of pigs  To explore colour mixing to paint a picture  Vocabulary: mix, paint, brush, paper, red, yellow, blue, orange, green, purple	House for the Three Little Pigs  To join materials together to make a house for the pigs  Vocabulary: build, tall, taller, bricks, strong, higher, lower	Flower pictures for Granny  To create a collage  Vocabulary: colour, stick, shiny, soft, light, dark	Wood scene for traveling to see Granny  To develop stories using small world equipment like animal sets, dolls and dolls houses etc.  Vocabulary: trees, grass, plants, bushes, shrubs, hide, wolf, scared, safe	Create a beanstalk/castle picture  To develop their own ideas and then decide which materials to use to express them.  Vocabulary: tall, leafy, strong, higher, taller, winding, shoots	
	Being Imaginative and	To know the nursery rhymes/songs: <ul style="list-style-type: none"> <li>- 5 Little Men in a Flying Saucer</li> <li>- Jack and Jill</li> <li>- Miss Polly Had a Dolly</li> </ul>					

	Expressive	To be able to match sounds to pictures and objects.  Vocabulary: imagine, sing, pretend, fast, slow, beat, loud, quiet
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