



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.

<p>Summer 2 - In the Garden</p> <p>Entry Point: Trip to Play Avenue</p> <p>Exit Point: Songs and dance to parents</p> <p>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</p>						
Learning Journey						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy Focus	Incy Wincy Spider	Norman the Slug with the Silly Shell	Minibeast rhymes		The Very Hungry Caterpillar	Transition to FS2
Area of learning	<p>What children need to learn.</p> <p>Learning intentions:</p>					
Communication and Language	Listening and Attention	To use a wider range of vocabulary Vocabulary: spider, climb, water spout, shell, shiny, happy, sad, feeling, determined		To understand why questions. Vocabulary: why, change, move, safe, habitat		To be able to tell a long story Vocabulary: once, first, the, next, after, character
	Speaking	To know and perform the rhyme 'Incy Wincy Spider'		To know and retell the story of 'Norman the Slug with the Silly Shell'		To know and retell the story of "The Very Hungry Caterpillar"

		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.	
Personal, Emotional and Social	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 independently use the toilet. Vocabulary: toilet, paper, flush		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 Body Vocabulary: Legs, arms, head, back, fingers, toes, elbow, knee, bottom, penis, vagina, bones, muscles, skin	Jigsaw Piece 2: Respecting my Body Vocabulary: rights, respect, choice, private areas	Jigsaw Piece 3: Growing Up Vocabulary: growing up, baby, toddler, child, teenager, adult, elderly	Jigsaw Piece 4 and 5: Fun and Fears Vocabulary: happy, fun, excited, fears, scared, worried, frightened, anxious	Jigsaw Piece 6: Celebration Vocabulary: celebrate, party, achievement, award, excited, happy
Physical	Gross Motor	To be able to carry large objects	To be able to work with a friend to lift objects	To be able to work with a friend to lift objects	To be able to carry objects to build a structure	To be able to carry objects to build a structure
	Fine Motor	Dough Disco and Squiggle				

		To begin to hold a paintbrush using the correct grip To be begin to form letter sounds.	To follow a spiral track To use scissors to cut lines carefully creating a snail spiral	Peg ladybirds To use tools with accuracy	Threading beads to make a caterpillar To be able to thread objects with developing accuracy.	Playdough ladybirds To be able to from shapes with accuracy	
To know how to use a comfortable grip when holding a pencil.							
Literacy	Word Reading	To be able to recognise i and a and identify objects beginning with the sounds. To begin to orally segment words.	To be able to recognise s and t and identify objects beginning with the sounds. To begin to orally segment words. To be able to orally blend vc and cvc words with known sounds.	To be able to recognise m and n and identify objects beginning with the sounds. To begin to orally segment words. To be able to orally blend vc and cvc words with known sounds.	To be able to recognise p and o and identify objects beginning with the sounds. To begin to orally segment words. To be able to orally blend vc and cvc words with known sounds.	To be able to recognise b and c and identify objects beginning with the sounds. To begin to orally segment words. To be able to orally blend vc and cvc words with known sounds.	To be able to recognise g and h and identify objects beginning with the sounds. To begin to orally segment words. To be able to orally blend vc and cvc words with known sounds.
	Comprehension	To know how to read from left to right and top to bottom. 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 give meanings to marks	To give meanings to marks	To give meanings to	To give meanings to	To give meanings to marks

		To begin to form some letters correctly (i and a)	To begin to form some letters correctly (s and t)	To begin to form some letters correctly (m and n)	marks To begin to form some letters correctly (p and o)	marks To begin to form some letters correctly (b and c)	To begin to form some letters correctly (g and h)
Mathematics	Number and Numerical Patterns	To count and recognise numbers 1, 2 and 3. To make an AB repeating pattern. To notice and correct an error in a repeating pattern. To discuss routes and locations using words such as 'in front of' and 'behind'.					
Understanding the World	Past and Present	To be able to talk about things that have changed since last term. <i>Vocabulary: change, past, now, next, before, experience, activity</i>	To be able to talk about key events in their lives <i>Vocabulary: birthday, party, holiday, bus, car, train, trip, beach</i>		To begin to understand that at the moment they attend Nursery but soon they will go to 'big school.' <i>Vocabulary: change, move, classroom, outside, inside, teacher</i>		
	People, Cultures and Community	To know where 'big school' is and other school's they may be going to. <i>Vocabulary: change, move, classroom, outside, inside, teacher</i>			To know what minibeasts there are in the environment <i>Vocabulary: ladybird, woodlouse, caterpillar, butterfly, habitat</i>		
	The Natural World	Children will know that a butterfly comes from an egg. <i>Vocabulary: egg, life cycle, cocoon, hatch, butterfly</i>	Children will know how to respect and care for living things. <i>Vocabulary: water, light, careful, kind</i>	To be able to talk about minibeast habitats. <i>Vocabulary: flowers, daffodil, daisy, growth, logs, sticks, trees, dark, light</i>		Children will name minibeasts. <i>Vocabulary: ladybird, woodlouse, caterpillar, butterfly, habitat</i>	

Expressive Arts and Design	Creating with Materials	<p>To explore painting techniques to create a picture.</p> <p>Vocabulary: splatter, bubble, paint, straw, print</p>	<p>To explore printing with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Vocabulary: print, press, push, scrape, slide, squash, dab</p>	<p>To talk about what they have made and show thumbs up/down (likes/dislikes).</p> <p>Vocabulary: like, dislike, nice, change, improve, bright, sparkle, shiny, shape</p>
	Being Imaginative and Expressive	<p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - 5 Little Monkeys Jumping on the Bed - Polly Put the Kettle On - The Wheels on the Bus <p>Children will play a range of instruments to express their feelings and ideas.</p> <p>Vocabulary: imagine, sing, pretend, fast, slow, beat, loud, quiet</p>		