



Foundation Stage 2 -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.

Summer 2 - On The Farm							
Entry Point: Trip to the Farm and Chicks							
Exit Point: Share our work with parents and governors							
Key School Events: World Art Week, Mental Health Awareness Week, National Numeracy Day							
		Learning Journey					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy Focus		Rosie's Walk	Rosie's Walk	The Little Red Hen		What the Ladybird Heard	
Area of learning		What children need to learn. Learning intentions:					
Communication and Language	Listening and Attention	To understand what they have read. <i>Vocabulary:- remember, re-tell, sequence, beginning, middle, end, next, through, past, over, under,</i>	To actively engage in conversations about stories. <i>Vocabulary: characters, next, predict, favorite part, happy, sad, angry,</i>		To be able to sequence the story of "What the Ladybird Heard" using talk. <i>Vocabulary: first, last, next, after, end, start, then.</i>	To be able to use extended sentences. <i>Vocabulary: and, but, adjectives</i>	

		around		worried		
	Speaking	Retell the story through drawings and maps	Explain why events happen in the story	To think about and be able to answer the questions 'would you help The Little Red Hen?' and explain reasons why.	To sequence the story of "What the Ladybird Heard" using talk	To be able to use adjectives to describe an animal on the farm.
Personal, Emotional and Social	Self-Regulation	To explore emotions by considering the question 'How does Rosie Feel?' Vocabulary: Frightened, unaware, happy etc.	To be able to say if something is fair or unfair. Vocabulary: fair, unfair, right, wrong, choice	To understand what a challenge is. Vocabulary: challenge, hard, resilience, try, fail, proud, happy		To be able to identify ways to overcome a challenge. Vocabulary: challenge, hard, resilience, try, not giving up
	Managing Self	To be able to manage own risks safety e.g. Climbing Jumping Running Vocabulary: safe, safety, test, obstacle, climb, jump, run, slippery	To understand how to stay safe on a farm. Vocabulary: safe, tractor, unsafe, sharp, danger, combine harvester, animals, cattle, pens, sheds	To be able to identify a selection of fruit and vegetables. To be able to sort food into fruit and vegetables. Vocabulary: apple, pear, grapes, strawberries, bananas, carrots, potatoes, peas, cabbage, fruit, vegetable, crops	To be able to identify some health and unhealthy foods. To know why some foods are healthier. Vocabulary: Healthy, unhealthy, vitamins, fats, sugar	

	<p>Building Relationships</p> <p>Jigsaw-Relationships</p>	<p>Jigsaw Piece 1: My Family and Me.</p> <p>To be able to talk about family members.</p> <p>Vocabulary: family, brother,sister, old, young, mum,dad, grandad,grandma,auntie, uncle, cousin</p>	<p>Jigsaw Piece 2: Make Friends.</p> <p>To be able to identify key friends.</p> <p>Vocabulary: friend, friendship, key names</p>	<p>Jigsaw piece 3:Make Friends, Never Never Break Friends.</p> <p>To be able to identify somebody who is special and say why.</p> <p>Vocabulary: friend, friendship, key names, special, kind, friendly, caring, happy, trust</p>	<p>Jigsaw Piece 4: Falling Out and Bullying.</p> <p>To be able to recognise when someone or something is unkind.</p> <p>Vocabulary: unkind, unfair, hurt, scared, angry, cry, snatch, feelings</p>	<p>Jigsaw Piece 5: Falling Out and Bullying.</p> <p>To be able to say what bullying is.</p> <p>To be able to say what we could do if somebody was being unkind.</p> <p>Vocabulary: bully, bullying, not fair, repeatedly, upset, feelings, scared, frightened, trusted adult</p>	<p>Jigsaw Piece 6: Being the Best Friend We Can Be.</p> <p>To be able to talk about how to be a good friend.</p> <p>Vocabulary: friend, caring, share, turn taking, smile, happy, smile, kind, funny, laugh</p>
Physical	<p>Gross Motor</p> <p><u>Unit: Balance, Coordination and Agility</u></p>	<p>To improve agility.</p>	<p>To travel at different speeds.</p>	<p>To move in different directions.</p>	<p>To improve my coordination whilst traveling through an obstacle course.</p>	<p>To balance and hold a shape.</p>	<p>To develop agility, balance and coordination with a ball.</p>
<p>Vocabulary: jump, hop, skip, run, balance, crawl, shape, fast, slow, race, forwards, backwards, sideways, under, over, goal, score, space</p>							

	Fine Motor	Nelson's Handwriting Scheme To perfect letter formation					
		To manipulate materials to make a Scarecrow Vocabulary: join, straw, newspaper stuff, twist, bend, poke, firm	To be able to use scissors safely and accurately to cut (a line, circular shape?) Vocabulary: line, circle, cut, snip, grip, accurate, turn	To use a pencil with control and accuracy to make a drawing of a chick Vocabulary: grip, observe, look, details, tone, texture, color, blend, accurate	To use a knife safely and with control to cut different fruit to make fruit kebabs. Vocabulary: skin, flesh, safety, different fruit names, skewer	To join materials together for a purpose. Vocabulary: join, design, purpose, accurate, tape, glue, strong, natural, resources	
Literacy	Word Reading	Sounds Write Unit 11 To be able say and identify the sounds ch and sh. To be able to read words containing the ch and sh sound.	Sounds Write Unit 11 To be able say and identify the sounds ng and ck. To be able to read words containing the ng and ck sound.	Sounds Write Unit 11 To be able say and identify the sounds qu and wh. To be able to read words containing the qu and wh sound.	Sounds Write Unit 11 To be able say and identify the sound th. To be able to read words containing the th sound.	Sounds Write Polysyllabic words To be able to reads words containing more than 1 syllable	Sounds Write Polysyllabic words To be able to reads words containing more than 1 syllable
	Comprehension	To enjoy an increasing range of texts (non-fiction and fiction) commenting on events and asking questions. Vocabulary: predict, who, characters, feelings, setting, fact, fiction, non-fiction, what, why, who					
	Writing	Map out the story of Rosie's	Retell the story of Rosie's Walk	Writing Instructions to	Write a character description using	Write a recount of the Farm Trip	

		Walk	using sentences.	make bread.	adjectives.	
		Grammar: full stops, capital letters, finger spaces, adjectives				
Mathematics	Number and Numerical Patterns	White Rose To 20 and Beyond! (wk 1, 2, 3) -Spatial Reasoning (1) -Match, Rotate, Manipulate First, Then Now (wk 4, 5, 6) -Spatial Reasoning (2) -Compose and Decompose				
Understanding the World	Past and Present	To understand how farms and machinery have changed over time Vocabulary: past , present, old, new, horse plough, tractors, electric, windmill, hand, machines	To identify differences between life in this country and life in other countries on the farm Vocabulary: land, crops, sun, rain, heat, machinery, organic , fair trade	To identify things that were seen on the farm visit Vocabulary: farm animals, machinery, crops, farmer, tractor, map, seeds, sheds, pens, fields, hay, straw		
	People, Cultures and Community	Discuss stages of life- Photos of family Vocabulary: family, baby, toddler, child, teenager, adult, elderly, mum, dad, brother, sister, auntie, uncle, cousin, grandparents	Describe our immediate environment Vocabulary: home, family, ashby,scunthorpe, street, road, town, park, library, shop, aldi, church, school, steel works			
	The Natural	To know what	Eggs arrive with	To know the Life	To be able to	Animals on the

	World	<p>plants and crops need to grow.</p> <p>To observe a bean growing over time</p> <p>Vocabulary – bean, seed, shoot, leaves spouting, roots, water, soil, sunlight,</p>	<p>incubator</p> <p>To observe and ask questions about the habitat for the eggs</p> <p>Vocabulary: eggs, incubator, water, light, warm, food, life cycle</p>	<p>Cycle of a chick</p> <p>To be able to talk about how we look after chicks.</p> <p>Vocabulary: eggs, chick, chicken, rooster, male, female, life cycle, seeds, hatch, feathers, wings, care, heat, lamp</p>	<p>identify animals that live on the farm.</p> <p>Vocabulary: cow, sheep, lamb,calf,horse,foal,goat,duck,duckings,donkey,pig ,piglets,geese</p>	<p>farm-What do they eat?</p> <p>Vocabulary: hay, seeds, fruit, vegetable,grass</p>	<p>farms. Create a map of a farm</p> <p>Vocabulary: map, left,right,up,down ,sheds,field, pens,buliding,cattle</p>
Expressive Arts and Design	Creating with Materials	<p>To design and make a scarecrow</p> <p>Vocabulary: scissors, join, change, build,design,make</p>	<p>To use the skill of printing to make a handprint hen</p> <p>Vocabulary: push, spread,print, wet, paint</p>	<p>Pastel drawings of chicks</p> <p>To make detailed observational drawings</p> <p>Vocabulary: observe, observation, line,color, thin,thick,hard,soft</p>	<p>To use the skill of collage to create large farm animal.</p> <p>Stem Waterproof paper hat for the farmer</p> <p>Vocabulary:scissors, glue, stick, sellotape, feel, hard, soft, dry, wet, bumpy,cut,stick</p>	<p>Digital Media: Exploring environmental prints. Using natural resources to make a farm and photograph.</p> <p>Vocabulary: cut,stick, join, press, stick, sticks, leaves, bark, stone, sand, twigs, glue, sellotape</p>	
	Being Imaginative and Expressive	<p style="text-align: center;">Chranga Big Bear Funk + Reflect, Rewind and Replay To Listen and respond to different styles of music To embedding foundations of the interrelated dimensions of music To learning to sing or sing along with nursery rhymes and action songs To improvise leading to playing classroom instruments</p>					

		Vocabulary: beat, tone, clap,rhythm, drum,piano,glockenspiel, song, instrument,happy,sad,emotions	
		To invent a story about a farm using puppets, movement and music	To be able to move to music like different animals
		Vocabulary: music, rhythm, beat, slow, fast, pulse	