



Foundation Stage 1 - Summer 1 Term Medium Term Planning



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

April

- Earth Day (22nd April)
- Lunch theme day - St George's Day (23rd April)
- Y2 Career workshop (27th April)
- Get Ahead School Games (28th April)
- Y5 STEM superstars workshop (29th April)
- Year 5 Firefighter readers

May

- Get Ahead Games (8th May)
- Y6 SATs week (wc 11th May)
- Mental Health Awareness Week (wc 11th May)
- Colour Carnival (15th May)
- Lunch theme day - Fiesta Fun (21st May)
- Year 3 STEM wind turbine challenge (21st May)
- Year 5 Firefighter readers

June

- National Fieldwork Week (wc 1st June)
- Y4 Multiplication Check week (wc 1st June)
- Y1 Phonics Screening Check week (wc 8th June)
- Make Music Day (11th June)
- Y3 and Y4 AIM High Writing Day (12th June)
- Pyjamarama (12th June)
- Athlete Mentor Day (15th June)
- Refugee Week (wc 15th June)

- Lunch theme day - World Cup (18th June)
- Ninja Run (19th June)
- Windrush Day (22nd June)
- Sports Week (wc 22nd June)
- KS1 sports festival day (24th June)
- LKS2 sports festival day (25th June)
- Year 5 Firefighter readers

July

- Languages Day (14th July)
- Transition (activities running in the final 2 weeks of school)

		Learning Journey						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy Focus		Olivers Vegetables		The Enormous Turnip			Minibeast Calypso	
Area of learning		What children need to learn. Learning intentions:						
Communicati on and Language	Listening and Attention	To begin to understand and follow a simple two part instruction or question.						
	Speaking	To be able to know and retell familiar stories To begin to use vocabulary linked to their theme.						
Personal, Emotional and Social	Self regulation	To begin to show confidence in visiting an unfamiliar place. "Play Avenue" local trip.						
	Managing Self	To begin to know how to calm themselves by stopping and taking deep breaths. To know how to brush their teeth correctly.						
	Relationshi	Piece 5: Relationships						

	ps Jigsaw	<p>Key Concepts: Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry</p> <p>LO: To tell you about my family. LO: To understand how to make friends if I feel lonely. LO: To tell you some of the things I like about my friends. LO: To know what to say and do if somebody is mean to me. LO: To use Calm Me time to manage my feelings. LO: To work together and enjoy being with my friends.</p> <p>Vocabulary: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>
Physical	Gross Motor	Children will know how to skip, hop and stand on one leg.
	Fine Motor	Children will show preference for a dominant hand.
Literacy	Word Reading	<p>Phonics <u>Little Wandle</u> To identify and say the phonemes : j,v,w,y,z,qu,ch</p> <p>Sound talking – oral segmenting and blending.</p>
	Comprehension	<p>Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p>
	Writing	Writing

Children will write some of the sounds in their name.

Enhanced Provision
Sand writing, shaving foam writing, chalk drawings outdoors,

Mathematics

Summer 1

Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5	Pattern 5
Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle	Making patterns together

Delivered within provision and carpet inputs

Subitising 3

LO: To Become familiar with dot patterns

LO: To Say when there is 1 dot and 2 dots

LO: To Recognise 1 and 2 in different arrangements

LO: To Say when there are 3 dots

LO: To recognise 1,2 and 3 in different arrangements

Continuous Provision

In the small-world area label 3 boxes as 'garages', each marked with a different regular 1 to 3 dot pattern. Stick spots on the top of small-world vehicles in irregular 1 to 3 arrangements and encourage children to park the vehicles in the corresponding garage.

Enhanced Provision

Enhance the reading area with stories such as TouchThinkLearn: Numbers by Xavier Deneux and Let's Play! by Hervé Tullet. Encourage children to see where they can subitise 1, 2 and 3 dots in books.

Comparison 2

LO: To Notice when two collections are the same

LO: To Make collections of small objects the same

LO: To Make collections of large objects the same

LO: To Recognise two collections are the same using large and small objects

LO: To Make collections the same using large and small objects

LO: To sort and talk about their own collections

Continuous Provision

Enhance the mud kitchen with jars, containers and loose parts. Prompt children to make collections to add to their own recipes. Encourage them to identify which containers have more, fewer or the same amount.

Enhanced Provision

Set up a small-world scene such as a farm. Play alongside children and encourage them to use the language of comparison to compare the animals in different fields or enclosures. Children could also explore making and talking about their own collections using the animals.

Pattern 4

LO: To Join in fully with sequences and songs

LO: To Sing rhymes independently

LO: To Lead sequences and songs

LO: To Read on in familiar repeating stories

LO: To Copy art-based simple patterns

LO: To explore own line and repeating patterns in art

Continuous Provision

Sing rhymes and pre-record these onto recordable buttons and place these in the rhyme area. Encourage children to listen to them and join in. Provide blank recordable buttons for children to record their own songs and rhymes for others to listen to.

Enhanced Provision

Enhance the creative area with a range of artwork which shows simple patterns. Provide children with a selection of resources such as paint, chalk and collage materials so they can recreate the patterns independently.

Shape,Space and Measure 5

LO: To Complete shape-match puzzles

LO: To Complete simple jigsaws

LO: To match objects to pictures and shadows

LO: To Explore objects and small world from different positions

LO: To make simple routes in small world using lines and curves

		<p><u>Continuous Provision</u> Ensure that provision has a range of simple jigsaws with 4 to 6 pieces. Also provide children with shape resources and coloured shape templates for them to explore with increasing independence.</p> <p><u>Enhanced Provision</u> Provide children with free space for them to create their own small-world scenes and routes. For example, leave small tables or tuff trays empty with a range of small-world resources available nearby that they can use to create their own scenes and routes.</p> <p><u>Pattern 5</u> LO: To Sing their own songs independently LO: To Clap in time to a beat LO: To Make and talk about movement patterns LO: To Talk about objects in patterns and arrangements LO: To Copy and continue AB patterns with support</p> <p><u>Continuous Provision</u> Use music through a device or on the board. Encourage them to choose their own songs to sing along to. This can be a great opportunity to observe children’s music preferences. They could also attempt to clap in time to the beat of the music as they listen</p> <p><u>Enhanced Provision</u> Set up a pattern station either indoors or outdoors. Provide a range of resources for children to create simple patterns or arrangements with. They could also collect their own resources to use. Encourage children to talk about the objects they have used in their patterns.</p>
Understanding the World	Past and Present	N/A
	People, Cultures and Community	<p>Geography - Location Knowledge Children will explore minibeast habitats</p> <p>Geography - Human and physical geography Children will explore the weather</p> <p>RE Children will explore and talk about EID.</p>

	The Natural World	Science - Animals including Humans Naming common minibeasts. Identify common minibeasts. Know how to care for living things.
	Enhanced provision: minibeast hunt, minibeasts in small world, minibeast habitat, making bug houses, EID celebrations - henna hands	
Expressive Arts and Design	Creating with Materials	Art - Digital Media Children will use digital media to capture their art. Children will use small muscle movements to do observational drawings. Children will talk about what they have made and show thumbs up/down (likes/dislikes).
	Being Imaginative and Expressive	Music - Children will know the nursery rhymes/songs: 5 Little Men in a Flying Saucer Jack and Jill Miss Polly Had a Dolly Children will play sound matching games.
	Enhanced provision: drawing minibeasts, minibeast collage	