



Foundation Stage 2 - Summer Term 1 Medium Term Planning 2025-2026



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/ Seasons of Spring

Entry Point: Chicks hatching from eggs

Exit Point: Share our work with parents and governors

Key Dates and Events

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
-

		Learning Journey				
		Week 1	Week 2	Week 3	Week 4	Week 5
Literacy Focus		The Odd egg		The Little Red Hen	Rosie's Walk	The Ugly Duckling
Area of learning		<p align="center">What children need to learn. Learning intentions:</p>				
Communication and Language	Listening and Attention	To understand what they have read. Vocabulary:- remember, re-tell, sequence, beginning, middle, end, next, through, past, over, under, around To actively engage in conversations about stories. Vocabulary: characters, next, predict, favorite part, happy, sad, angry, worried To be able to sequence the story of "What the Ladybird Heard" using talk. Vocabulary: first, last, next, after, end, start, then. To be able to use extended sentences. Vocabulary: and, but, adjectives				
	Speaking	To retell the story through drawings and maps To 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	<p>To explore emotion through stories Vocabulary: Frightened, unaware, happy etc.</p> <p>To be able to say if something is fair or unfair. Vocabulary: fair, unfair, right, wrong, choice</p> <p>To understand what a challenge is. Vocabulary: challenge, hard, resilience, try, fail, proud, happy</p> <p>To be able to identify ways to overcome a challenge. Vocabulary: challenge, hard, resilience, try, not giving up</p>
	Managing Self	<p>To be able to manage own risks safety e.g.</p> <p>Climbing Jumping Running Vocabulary: safe, safety, test, obstacle, climb, jump, run, slippery</p> <p>To understand how to stay safe on a farm. Vocabulary: safe, tractor, unsafe, sharp, danger, combine harvester, animals, cattle, pens, sheds</p> <p>To be able to identify a selection of fruit and vegetables. Vocabulary: apple, pear, grapes, strawberries, bananas, carrots, potatoes, peas, cabbage, fruit, vegetable, crops</p> <p>To be able to identify some health and unhealthy foods.</p>
	Relationships Jigsaw	<p>Piece 5 - Relationships Key Concepts:</p> <p>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 practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p> <p>To identify some of the jobs I do in my family and how I feel like I belong. To know how to make friends to stop myself from feeling lonely. To think of ways to solve problems and stay friends. To start to understand the impact of unkind words. To use Calm Me time to manage my feelings. To know how to be a good friend.</p> <p>Vocabulary: angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset</p>
Physical	Gross Motor	<p>Games: Unit 1 Theme: cars</p>

	PE	<p>LO: To work safely and develop running and stopping.</p> <p>Theme: aeroplanes LO: To develop throwing and learn how to keep score.</p> <p>Theme: cyclists LO: To play games showing an understanding of the different roles within it.</p> <p>Theme: buses LO: To follow instructions and move safely when playing tagging games.</p> <p>Theme: boats LO: To work co-operatively and learn to take turns.</p> <p>Theme: trains LO: To work with others to play team games.</p>
	Fine Motor	<p>Little Wandle Handwriting To perfect letter formation</p>
		<p>To manipulate materials to make a Scarecrow Vocabulary: join, straw, newspaper stuff, twist, bend, poke, firm</p> <p>To be able to use scissors safely and accurately to cut (a line, circular shape?) Vocabulary: line, circle, cut, snip, grip, accurate, turn</p> <p>To use a knife safely and with control to cut different fruit to make fruit kebabs. Vocabulary: skin, flesh, safety, different fruit names, skewer</p> <p>To join materials together for a purpose. Vocabulary: join, design, purpose, accurate, tape, glue, strong, natural, resources</p>

Literacy	Word Reading	<table border="1"> <thead> <tr> <th></th> <th>Phase 4</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>short vowels CVCC</td> <td>said so have like</td> </tr> <tr> <td>Week 2</td> <td>short vowels CVCC CCVC</td> <td>some come love do</td> </tr> <tr> <td>Week 3</td> <td>short vowels CCVCC CCCVC CCCVCC longer words</td> <td>were here little says</td> </tr> <tr> <td>Week 4</td> <td>longer words compound words</td> <td>there when what one</td> </tr> <tr> <td>Week 5</td> <td>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</td> <td>out today</td> </tr> </tbody> </table>						Phase 4	New tricky words	Week 1	short vowels CVCC	said so have like	Week 2	short vowels CVCC CCVC	some come love do	Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says	Week 4	longer words compound words	there when what one	Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today
		Phase 4	New tricky words																					
	Week 1	short vowels CVCC	said so have like																					
Week 2	short vowels CVCC CCVC	some come love do																						
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says																						
Week 4	longer words compound words	there when what one																						
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today																						
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 Walk Retell the story of Rosie's Walk using sentences. Writing Instructions to make bread. Write a character description using adjectives. Write a recount of the Farm Trip																							
Subject Handbook -  Mat... for suggestions for teaching sequences, continuous provision and enhancements	To 20 and beyond How many now? Manipulate, compose and decompose	Week 1	Week 2	Week 3	Week 4	Week 5																		
		LO: To build numbers beyond 10 (10-13) LO: To continue patterns beyond 10 (10-13) LO: To Build numbers beyond 10	LO: to Continue patterns beyond 10 (14-20) LO: To do verbal counting beyond 20 LO: To do verbal counting patterns	LO: To add more LO: To know how many did I add? LO: To Take away LO: To know how many did I take away?	LO: To select shapes for a purpose LO: To Rotate shapes LO: To Manipulate shapes LO: To explain shape arrangements	LO: To Compose shapes LO: To Decompose shapes LO: To copy 2-D shape pictures LO: To find 2-D shapes within 3-D shapes																		

		(14–20)					
Understanding the World	History	<p>Adventures through Time (L2 - 5) To recognise special achievements. To recognise that kings and queens are powerful people. To understand that the environment around us changes as time passes. To compare modes of transport of the past with the present.</p>					
	<p>Possible Enhancements: To compare farming equipment from the past and present</p>						
	Geography	<p>Outdoor adventures (spring) To explore natural objects using the senses. To explore and make observations of the world around them. To describe the effects of different weather conditions. To use the senses to observe and talk about experiences whilst outside. To begin to notice some of the features of the changing seasons. To begin to recognise seasonal weather conditions.</p> <p><u>Additional Sustainability Lesson</u> How can we welcome animals on the school grounds? LO: To understand how to help local animals by making places for them to live.</p>					
	<p>Possible Enhancements: To use maps to explore the outdoor area. To create a map of a farm using images and words.</p>						
	Science	<p><u>Plants</u> To explore the natural world around them, making observations and drawing pictures of animals and plants. To know what plants and crops need to grow. To observe a bean growing over time Vocabulary – bean, seed, shoot, leaves spouting, roots, water, soil, sunlight,</p> <p><u>Animals including humans</u></p>					

		<p>Eggs arrive with incubator To observe and ask questions about the habitat for the eggs Vocabulary: eggs, incubator, water, light, warm, food, life cycle To know the Life Cycle of a chick To be able to talk about how we look after chicks. Vocabulary: eggs, chick, chicken, rooster, male, female, life cycle, seeds, hatch, feathers, wings, care, heat, lamp To Identify names of farm animals and their young and draw them. -Identify farm animals. - Match them to their young. Vocabulary: cow, sheep, lamb, calf, horse, foal, goat, duck, duckings, donkey, pig, piglets, geese</p>
	RE	<p>To explore St. George's day and talk about how we celebrate it. Vocabulary: saint, dragon, patron, Christian, England</p>
Expressive Arts and Design	DT	<p>Textiles-Bookmarks (Summer 1) To develop threading and weaving skills. To practise and apply weaving skills to a specific material (e.g. paper). To practise and apply weaving skills to a specific material (e.g. hessian and wool). To use threading or sewing to design a product (bookmark). To create a textiles product (bookmark) following their own design. To reflect with children on how they achieved their aims.</p>
	Art	<p>Creating with Materials C Digital Media Children will use simple digital tools to capture a farm scene. Children will talk about what they have made and reflect on how they can make it better. Children will make alterations based on feedback.</p>
		<p>Possible Enhancements: To create collages of farm animals To paint and draw farm animals To design and make a scarecrow using a range of materials To draw flowers and plants using observations</p>
	Music	<p>Being Imaginative Children will perform a solo or within a group, evaluating their peers' performances.</p>

	Computing	Programming 2 - Exploring hardware To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary To recognise that a range of technology is used in places such as homes and schools To learn how to operate a camera and/or iPad and use it to take photographs.
--	-----------	--