



Foundation Stage 2 - Summer Term 2 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 2 - Creepy Crawlies

Entry Point: Caterpillars

Exit Point: Releasing butterflies into the environment

Key School Events: 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
Literacy Focus		Super worm	Wacky Races	Jack and the Beanstalk	The Hungry Caterpillar	The Enormous Turnip	
Area of learning		<p align="center">What children need to learn. Learning intentions:</p>					
Communication and Language	Listening and Attention	<p>To know and use vocabulary linked to their theme What do we know about minibeasts? Vocabulary: insect, minibeast, legs,body, head, spider, bug, beetle, bee, wasp, ant, worm, centipede, caterpillar, stick insect, woodlice</p> <p>To listen carefully to how we look after our caterpillars Vocabulary: caterpillar, careful, kind, food,chrysalis, butterfly</p> <p>To know and retell stories Vocabulary: remember, re-tell, sequence, beginning, middle, end, next, through, past, once upon a time, one day, unfortunately, luckily</p> <p>To express ideas using past and present tense. Vocabulary: remember, re-tell, sequence, past, present, next,before, future</p> <p>To be able to talk about what it is going to be like in Y1</p>					

		Vocabulary: before, next, class, teacher, transition, playtime, tables, friends, books
	Speaking	<p>To connect ideas using connectives</p> <p>To explain the life cycle of a butterfly</p> <p>To talk about the key features of a spider</p> <p>To listen for the rhyming words Listen to the riddles – what minibeast is it?</p> <p>Listen for the rhyming words</p> <p>To begin to understand what Year one is going to be like</p>
Personal, Emotional and Social	Self regulation	<p>Show focused attention, and follow complex instructions</p> <p>Preparing for Year 1</p>
	Managing Self	<p>To explain the reasons for rules and know right from wrong</p> <p>Vocabulary: rules, expectations, right choice, wrong choice, happy, sad</p> <p>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Vocabulary: independent, resilience, perseverance, challenge, try, keep going</p>
	Relationship Jigsaw	<p>Piece 6 - Changing me</p> <p>Key Concepts</p> <p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p> <p>LO: To name parts of my body and show respect for myself.</p> <p>LO: To say some things I can do and some food I can eat to be healthy.</p> <p>LO: To understand that we all start as babies and grow into children and then adults.</p> <p>LO: To express how I feel about moving to Year 1.</p> <p>LO: To talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>LO: To share my memories of the best bits of this year in Reception.</p> <p>Vocabulary: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories, Healthy, Grow.</p>

Physical	Gross Motor	Ball skills: Unit 1 Lesson 1
	PE	<p>Theme: beetles LO: To develop rolling a ball to a target.</p> <p>Theme: busy bees LO: To develop stopping a rolling ball.</p> <p>Theme: ladybirds and butterflies LO: To develop accuracy when throwing to a target.</p> <p>Theme: grasshoppers LO: To develop bouncing and catching a ball.</p> <p>Theme: caterpillars LO: To develop dribbling a ball with your feet.</p> <p>Theme: spiders LO: To develop kicking a ball.</p>
	Fine Motor	<p>Little Wandle Handwriting To perfect letter formation</p>

Literacy	Word Reading	<table border="1"> <thead> <tr> <th></th> <th>Phase 4 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>long vowel sounds CVCC CCVC</td> <td rowspan="5">Review all taught so far Secure spelling</td> </tr> <tr> <td>Week 2</td> <td>long vowel sounds CCVC CCCVC CCV CCVCC</td> </tr> <tr> <td>Week 3</td> <td>Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words</td> </tr> <tr> <td>Week 4</td> <td>root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</td> </tr> <tr> <td>Week 5</td> <td>Phase 4 words ending in: -s /s/, -s /z/, -es longer words</td> </tr> </tbody> </table>									Phase 4 graphemes	No new tricky words	Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling	Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words
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Comprehension	<p>To identify the key events in Jack and the Jelly Bean Stalk.</p> <p>To identify the key events in The Very Hungry Caterpillar</p> <p>To predict what will happen next</p>																						
Writing	<p>To write sentences using the Fantastic lenses.</p> <p>To write the story of the Hungry Caterpillar</p> <p>To write a fact file on Spiders</p> <p>To write simple sentences using full stops, finger spaces and capital letters.</p>																						
Subject Handbook -  Maths... for suggestions for teaching sequences, continuous provision and enhancements	Sharing and Grouping	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8														
	Visualise, build and map Make connections	LO: To Explore sharing LO: To explore grouping	LO: To explore even and odd sharing LO: To play with and build doubles	LO: To identify units of repeating patterns LO: To Create own pattern rules LO: To Explore own	LO: To replicate and build scenes and constructions LO: To visualise from different positions LO: To describe	LO: To give instructions to build LO: To explore mapping LO: To represent maps with models	LO: To create own maps from familiar places LO: To create own maps and plans from story situations	LO: To deepen understanding	LO: To explore and understand patterns and relationships														

				pattern rules	positions				
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 be able to explain how the seasons change over time. To be able to talk about past events in FS2.</p>								
	Geography	<p>Outdoor adventures (Summer) 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 find minibeasts in the environment To identify typical weather in Summer</p>								
	Science	<p><u>Living things and their habitats</u> To be able to name minibeasts- Minibeast Hunt Vocabulary: insect, minibeast, legs, body, head, spider, bug, beetle, bee, wasp, ant, worm, centipede, caterpillar, stick insect, woodlice To be able to explain what an insect is and begin to sort minibeasts. Vocabulary: insect, 6 legs To be able to talk about similarities and differences in minibeast habitats.</p>							

		<p>Vocabulary: minibeasts, habitats, leaves, mud, flowers, underground, trees, hives, wormery, damp</p> <p>To be able to talk about the lifecycle of a butterfly.</p> <p>Vocabulary: caterpillar, chrysalis, butterfly, lifecycle, change</p> <p>Seasonal changes</p> <p>To be able to identify signs of the summer.</p> <p>To be able to identify differences and similarities within the seasons.</p> <p>Vocabulary: seasons, difference, same, Autumn, Winter, Spring, Summer, hot, cold, windy, features, nature, flowers, trees</p>
	RE	<p>To talk about what they have celebrated in the holidays.</p> <p>Vocabulary: celebrations, birthday, holiday, activities</p> <p>To be able to talk about their favourite celebration.</p> <p>Vocabulary: celebrations, birthday, holiday, activities, favourite</p> <p>To know what minibeasts are there in other countries?</p> <p>Vocabulary: hot, cold, deserts, rainforest, mosquito,</p> <p>To compare environments: how are other environments are different to ours</p> <p>Vocabulary: hot, cold, deserts, rainforest, environment</p> <p>To recognise that there are different celebrations that are important to different religions (Easter, Christmas, Chinese New year, Diwali, Eid).</p> <p>Vocabulary: celebration, religion, belief, food, pray</p>
Expressive Arts and Design	Art	<p>Creating with Materials</p> <p>Drawing</p> <p>Children will show accuracy and care when drawing, holding a pencil correctly.</p> <p>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>
	DT	<p>Creating with Materials</p> <p>Printing</p> <p>Children will use large and small muscle movements to explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will explore printing with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Children will talk about what they have made and show thumbs up/down (likes/dislikes).</p>

	<p>Possible Enhancements: To draw and paint minibeasts To create camouflage pictures To design and create a minibeast using clay</p>	
	Music	<p>Being Imaginative Children will listen with concentration to a short piece of music and give preferences.</p>
	Computing	<p>Data Handling- Introduction to Data To understand how to sort and categorise objects To explain how items have been sorted and categorised To explore and understand the concept of branch databases To understand how to represent data in a pictogram To understand how to read a simple pictogram</p>