



EYFS Medium Term Plan - Summer Term 1

Topics- Growing & By the Sea

| Things to care about | Learning & Development Focus | | |
|-------------------------|------------------------------|---|---------------------------------------|
| | EYFS | Schemes | |
| Birthdays Transition | PSED | <p>MR- Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings. Form positive relationships with adults and other children.</p> <p>SC&SA- Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, will talk about their ideas. Choose the resources they need for their chosen activities. Say when they do or don't need help.</p> <p>MF&B – Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, will talk about their ideas. Choose the resources they need for their chosen activities. Say when they do or don't need help</p> | <u>Come and See – see RE planning</u> |
| | C&L | <p>L&A- Listen attentively in a range of situations. Listen to stories, accurately anticipating key events. Respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>U- Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions about their experiences. Answer 'how' and 'why' questions in response to stories or events</p> <p>S- Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events</p> | |
| | PD | <p>M&H- Show good control and co-ordination in large movements. Show good control and co-ordination in small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.</p> <p>H&SC- Know the importance for good health of physical exercise, and a healthy diet. Talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> | <u>PE – see planning</u> |
| | Literacy | <p>R- Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p>W- Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. In writing some words are spelt correctly and others are phonetically plausible</p> | <u>RWI phonics</u> |
| | Maths | <p>N- Count reliably with numbers from one to 20. Place numbers 1-20 in order. Say which number is one more or one less than a given number to 20. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.</p> <p>SS&M- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them</p> | |
| | UTW | <p>P&C – Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things and are sensitive to this. Know about similarities and differences between themselves and others. Know about similarities and differences among families, communities and traditions.</p> <p>TW- Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I.T- Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.</p> | <u>Come and See – see RE planning</u> |
| | EAD | <p>E&UMM- Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques. Experiment with colour, design, texture, form and function.</p> <p>BI- Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> | |



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Personal Social Emotional Development (PSED)

- I will show understanding of acceptable behaviour.
- I will be happy to share my ideas.
- I will talk with confidence to my peers and familiar adults.
- I will be thinking about occasions/events special to myself and others.
- I will share and take part in turn taking games.
- I will understand that sometimes the routine will change and that is ok.
- I know who my friends are and how I can help them.

Physical Development (PD)

- I will show good control in large movements during P.E and outdoor play.
- I will show good control in a range of small movements.
- I will handle tools with skill and confidence including pencils for writing.
- I will form letters and numbers with increased control.
- I will demonstrate understanding of ways to keep healthy and safe.
- I will be able to share ways of staying healthy and understand which foods are good for me.
- I will demonstrate understanding of ways to be safe.

Communication and Language (CL)

- I will share my ideas with friends and grown-ups.
- I will be imagining and recreating roles that I am increasingly familiar with.
- I will respond to how and why questions based on what I do, see and hear.
- I will be able to share explanations based on what I know and what I am learning.
- I will be thinking about sequences of events in stories and predicting what might happen next.
- I will follow instructions involving several parts.
- I will listen to stories with concentration and attention.

Growing Summer 1 2020

Understanding the World (UW)

- I will learn about the lifecycles of a range of animals.
- I will talk about changes in the environments as the seasons change.
- I will watch the growth and development of a chick and a caterpillar.
- I will look at how I have grown.
- I will understand what a plant needs to grow through a variety of practical activities.

Expressive Arts & Design (EAD)

- I will be combining different media to create animals and mini-beasts.
- I will be constructing with a purpose in mind.
- I will be exploring a range of instruments and learning new topic-related songs
- I will be roleplaying in the Garden Centre
- I will be acting out stories with puppets.
- I will be using a range of materials to make collages and models.
- I will work with others, sharing my ideas and the knowledge I have.

Mathematics (M)

- I will be learning to recognise and order numbers to 20 and beyond.
- I will be using the language of addition and subtraction in practical; activities.
- I will be learning to say the number one more/less to 20.
- I will be learning to name and describe 2D & 3D.
- I will be counting in 1's, 2's and 10's.
- I will use 'o' clock & half past time.
- I will investigate odd and even numbers through practical activities.

Literacy (L)

- I will blend letters together to read simple words.
- I will be exposed to a range of topic-related fiction and non-fiction books.
- I will segment words in order to write them independently.
- I will retell familiar stories
- I will link sounds to letters.
- I will write sentences independently that can be read by myself and others.
- I will read and write a variety of high frequency 'red' words.
- I will read longer words using my phonetic ability.