

Medium Term Planning Summer 2 2022 EYFS

Key Skills	
	PSED, UTW, C&L, W
Big Questions	
	<p><u>Minibeasts</u></p> <p>What is the role of the mini beast? What do minibeasts eat and where do they live?</p>
Key Texts	
	<p>Non-fiction books about habitats and how minibeasts evolve</p> <p>Stories and poems linking to our topic, (Hungry caterpillar, Butterflies, Ladybirds, Spiders, Worms, snail and the whale)</p>
Prime Areas of Learning.	
PSED	<p>To use positive behaviour reinforcement within the classroom.</p> <p>To continue to see themselves as a valuable individual.</p> <p>To continue to build upon constructive and respectful relationships.</p> <p>To be given the opportunity to express their feelings and consider the feelings of others.</p> <p>To develop the skill of resilience and perseverance in the face of challenge.</p> <p>To demonstrate that they can identify and moderate their own feelings socially and emotionally.</p> <p>To think about the perspectives of others.</p> <p>With support, they develop managing their own needs within the classroom.</p> <p>Children gain understanding of and demonstrate school values, this will be celebrated weekly within assembly or class celebration.</p> <p>Identifying and following our agreed happy and safe classroom routines</p>

	<p>Within this topic, children learn the importance of caring for those around them including animals.</p>
<p>Communication & Language</p>	<p>To understand how to listen carefully and why listening is important. Using a weekly word wall, children can learn new vocabulary and demonstrate they can use it in different contexts. To be encouraged to use new ‘topic’ vocabulary throughout the day. Through good adult modelling, children are encouraged to ask questions to find out more and to check they understand what has been said to them. To be encouraged to articulate their ideas and thoughts in well-formed sentences. After exposure to topic stories children are encouraged to connect one idea or action to another using a range of connectives. To encourage children to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To begin to describe events in some detail, using vocabulary in different contexts. Use talk to help work out problems within the learning environment, helping to organise thinking. Children begin to explain how things work and why they might happen. Children develop social phrases. Children demonstrate they can engage in story times. To be able to listen to and talk about stories to build familiarity and understanding. Children demonstrate they can listen carefully to rhymes and songs, paying attention to how they sound. Children engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Continue to establish routines and expectations: all children to be encouraged to speak in full sentences. Daily directed talk time through ECAT and circle time. Daily phonics Please see weekly planning for words / vocab of the week. Range of fiction and nonfiction books to be used as ‘topic’ books. .</p>
<p>Physical Development</p>	<p>Fine motor control focus:</p>

Children develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.)

Children are given the opportunity to develop the foundations of a handwriting style. Speed and accuracy to be developed throughout the term. (Finger gym activities, daily dough-gym, fine motor table to be used within the environment) Handwriting practice every morning

Real PE: (Games)

To use sessions to revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

To combine different movements with ease and fluency.

Develop overall body-strength, balance, coordination and agility.

Children develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Gross motor:

To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Use of outdoor garden area (see weekly planning)

Health and wellbeing

To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian

To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

Specific Areas of Learning

<p>Maths: Number & Shape, Space and Measure</p>	<p>To become confident counting objects, actions and sounds. To encourage children to link the number symbol (numeral) with its cardinal number value with numbers 1-10. To practically encourage children to count beyond ten. With support to select, rotate and manipulate shapes in order to develop spatial reasoning skills. To become confident to continue, copy and create repeating patterns. To begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. To practically compare length, weight and capacity. In practical activities encourage children to investigate subtraction. To show awareness of comparing numbers. To begin to understand the 'one more than/one less than' relationship between consecutive numbers. To explore the composition of numbers to 10. To begin to automatically recall number bonds for numbers 0–10.</p> <p>Focus on a number a week (numbers 0-20, looking at number bonds, one more and one less)</p>
<p>Literacy Writing/Reading</p>	<p>To continue to read individual letters by saying the sounds for them. To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. To read a few common exception words matched to the letter and sounds programme. To continue to access handwriting programme to allow them to form lower case and capital letters. To spell words by identifying the sounds and then writing the sound with letter/s. To be able to read simple phrases and sentences made up of words with known letters/sound correspondences and, where necessary, a few exception words. To be given the opportunity to read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To be challenged to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>

	<p>Continue to work through phase 3 phonics and the tricky word wall. Children begin writing short captions to reflect their confidence within the phonics programme.</p> <p>Daily story time (ECAT) with children focusing on: structure of stories and repeating patterns of language.</p>
<p>Understanding the world</p>	<p>To be able to talk about members of their immediate family and community and how they celebrate special occasions and other religious festivals.</p> <p>To be able to name and describe people who are familiar to them.</p> <p>To be encouraged to comment on images of familiar situations in the past. (past celebrations, family gatherings)</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To begin to understand that some places are special to members of their community. (churches at religious buildings during celebrations)</p> <p>To begin to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To appreciate and recognise some similarities and differences between life in this country and life in other countries.</p> <p>To enjoy exploring the natural world around them. (how can we help look after it)</p> <p>To be able to describe what they see, hear and feel whilst outside.</p> <p>To begin to recognise some environments that are different to the one in which they live.</p> <p>To show and discuss the effect of changing seasons on the natural world around them.</p> <p>Draw information from a simple map.</p>
<p>Expressive Arts and Design</p>	<p>To use art and craft activities both within adult led and child initiated experiences to build upon previous learnt skills. Children to learn and create collaboratively sharing ideas, resources and skills.</p> <p>Through song time and music sessions children begin to listen attentively and use music to express their feelings.</p> <p>During PE sessions children watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>During circle time children sing in a group, increasingly matching the pitch and following the melody.</p> <p>Using both small world and role play areas children develop storylines in their pretend play.</p> <p>Children begin to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><u>Media and materials:</u></p> <ul style="list-style-type: none"> - Constructing and experimenting with dough, plasticine and a variety of materials to explore 3D Form.

	<ul style="list-style-type: none"> - Exploring line, shape, pattern and a variety of media in observational flower and mini beast drawings. - Using a variety of textiles and materials to design and create something else. - Painting with a wide range of colours <p><u>Being Imaginative:</u></p> <ul style="list-style-type: none"> - Creating and designing products using recycled materials. - Exploring what can be made from a plastic bag. - Making observational, careful drawings and painting of the world around us.
Music	Please see Kapow planning for breakdown of weekly activities.
RE	
Key themes	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>
Computing (Technology)	
Please see Kapow planning for breakdown of weekly activities.	
Trips/ Visitors/ Parental Involvement	
Important Dates/ Celebrations	
<p>Eid al Adha 10.7.22</p> <p>Nelson Mandela Day – 18.07.21</p> <p>Queens Platinum jubilee 2.6.22</p>	

