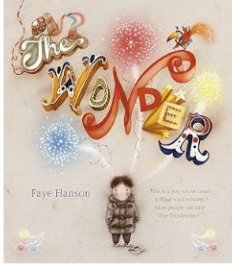


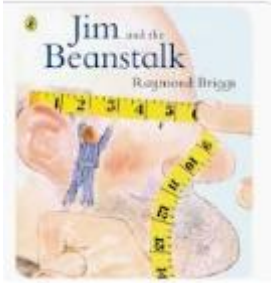



EYFS Medium Term Plan 2024-25
 Summer 1 Roots, Shoots and Muddy Boots!

	Week 1	Week 2	Week 3	Week 4	Week 5
Possible Themes/Interests	Curiosity	Jack and the Beanstalk	Jasper's Beanstalk	Farmer Duck	The Tiny Seed
Primary Texts					
Secondary Texts	<p>Traditional stories</p>     				
Nursery Rhymes		<p>Oats and beans and barley grow https://www.bbc.co.uk/teach/school-radio/articles/z4xdrij6</p>		Old MacDonald	Busy in the Garden Song
Communication & Language	<p>Objectives:</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 		<p>Vocabulary:</p> <p>Fiction, story, non-fiction, information, listen, share, ideas, think, talk, quiet, loud, voice, words, and, because then, but.</p>		

	<p>Activities:</p> <ul style="list-style-type: none"> • Daily Storytime. Encourage children to join in with repeated refrains when reading key texts. • Introduce new weekly vocabulary and model. • Model talk routines throughout the day. • Daily snack and chat sessions. • Encourage children to respond to questions using full sentences, • Continue to model roleplay in the home corner and key vocabulary. • Encourage new vocabulary in the small world area. • Model various responses to the morning and afternoon registers including full sentences and sentences including connectives. 				
<p>Personal, Social & Emotional Development</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Think about the perspectives of others. • Identify and moderate their own feelings socially and emotionally. 			<p>Vocabulary: Happy, sad, excited, tired, safe, scared, afraid, worried, friend, friendship, self, care, needs, feelings calm, clean, safe, unsafe, doctor, medicine, sleep, chemist, adult, trust, address, resilience, challenging.</p>	
	<p>Adults will continue to model positive behaviours. Daily snack and chat time to encourage turn taking, listening and allowing them to express their views and feelings. Reinforce the three school values 'respect, resilience and curiosity' and set clear expectations of behaviour.</p>				
	<p>PSHE Being My Best Bouncing back when things go wrong</p>	<p>PSHE Being My Best Healthy Eating</p>	<p>PSHE Being My Best Healthy Mind</p>	<p>PSHE Being My Best Move your body</p>	<p>PSHE Being My Best A good night's sleep</p>
<p>Physical Development</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 			<p>Vocabulary: Walk, jog, run, reverse, crouch, land, balance, apparatus, travel, roll, tuck, crouch, opposite.</p>	
	<p>Develop gross motor skills in our twice-weekly PE sessions which an emphasis on fundamental movement skills: running, pushing, rolling, throwing, and climbing. Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the balancing bikes and scooters. Develop overall body-strength, balance, co-ordination, and agility.</p>				
	<p>PE Minibeasts To perform the basic skill of jumping.</p>	<p>PE Minibeasts To travel order, under and throw climbing equipment.</p>	<p>PE Minibeasts To catch a large sponge ball.</p>	<p>PE Minibeasts To catch with increased accuracy.</p>	<p>PE Minibeasts To roll in a variety of ways.</p>

	To travel order, under and throw climbing equipment.				
Literacy	Word Reading Objectives: <ul style="list-style-type: none"> Blend phonemes orally within Phase 4 words. Read words, sentences and decodable texts containing: CCVC, CCVCC, CCCVC, CCCVCC words. Read words, sentences and decodable texts containing: polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Recognise upper case letters of the alphabet alongside lower case to support decoding. Read words, sentences and decodable texts with the tricky words: like, said, when, have, one, come, do, so, were, some, there, out, little, what. 		Vocabulary: Word, sentence, phoneme, grapheme, letter, illustration, author, illustrator, story, rhyme, song, rhyming, sound, meaning, write.		
	We follow Lancashire’s Red Rose Phonics programme. Phonics is taught during 5 x 25-minute sessions each week. Children will learn phase 4 GPCs, phase 4 tricky words and blend sounds together to make CCVC, CCVCC, CCCVC and CCCVCC words.				
	Phonics Teach air ure er Tricky words some there	Phonics Consolidate ur ow oi ear air ure er Tricky words out little what	Phonics Teach CVCC & CCV Tricky words said so have like	Phonics Teach CCVC & CCVCC Tricky words some come were there	Phonics Teach CCCVC & CCCVCC Tricky words little do one when
Literacy	Comprehension Objectives: <ul style="list-style-type: none"> Listen to and discuss stories or information that has been read to them, or they have read themselves. Recite a range of simple rhymes, songs and poems. Understand the difference between text and illustrations in a range of text types. Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. 		Vocabulary: Listen, share, text, illustrations, front cover, title, labels, prediction, who, what, where, how, why, characters, beginning, middle, end, retell, labels, images, captions, contents page, index, beginning, end, information, rhymes, blurb, non-fiction, labels, images, glossary, characters		

	<ul style="list-style-type: none"> • Talk about the front and back cover in stories, discuss the title and illustrations. • Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. • Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. • Look closely and discuss in more detail the illustrations to develop understanding of the story. • Activate prior knowledge. • Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes. • Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes, and when retelling stories. • Respond to questions using who, what, where and when linked to texts and illustrations. • Respond to questions about how and why something is happening. • Identify, describe and discuss the main characters in stories. • Explore what a character might say and feel. • Identify, discuss and sequence the main events in stories. • Use actions and pictures to orally retell stories in their own words. • Role play stories and events using simple props and recently introduced vocabulary. • Say how they feel about stories, songs, rhymes, non-fiction and poems. 	
	<p>We have a weekly story and rhyme that relates to our theme. Continuous provision activities are planned relating to the theme. We have story time at the end of the day, with secondary texts that relate to our topic/theme. There is lots of opportunity for discussion about characters and feelings throughout the school day. Children access reading corners in the classroom, shared area and the outdoor reading shed.</p>	
	<p>Writing Objectives:</p>	<p>Vocabulary: Red Rose letter sounds and ditties.</p>

	<p>Emergent writing:</p> <ul style="list-style-type: none"> • Continue to build on knowledge of letter sounds to build words in writing. • Use writing in play. • Use familiar words in their writing. <p>Composition:</p> <ul style="list-style-type: none"> • Write a simple sentence with a full stop. <p>Spelling:</p> <ul style="list-style-type: none"> • Spell words by drawing on knowledge of known grapheme correspondences. • Make phonetically plausible attempts when writing more complex unknown words. <p>Handwriting:</p> <ul style="list-style-type: none"> • Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. • Include spaces between words. 	Sentence, full stop, finger spaces, capital letters.
<p>We have a weekly writing task completed with an adult. There is a writing table in the continuous provision area. Writing enhancements are provided in provision areas.</p>		
<p>Maths</p>	<p>Objectives:</p> <p>Rote counting</p> <ul style="list-style-type: none"> • Rote count on from a given number between 1 and 20. • Rote count back from 20 to 0. • Rote count back from a given number between 0 and 20. • Know what number comes before or after a given number. • Say a number between two given numbers. • Rote count beyond 20. <p>Counting objects</p> <ul style="list-style-type: none"> • Count up to 20 objects, pictures, sounds and actions. • State without counting (subitise) quantities within 5. • Make a sensible guess of quantities within 10. <p>Number sense</p> <ul style="list-style-type: none"> • Partition a set of objects in different ways using the terminology part-part-whole. 	<p>Vocabulary: Addition, subtraction, count, number, compare, equal to, more, greater, fewer, less, same, equal, most, fewest, part, whole, double, half</p>

- Understand that teen numbers are a group of 10 plus another number.
- Understand 20 is the same as two groups of 10.
- Recognise repeating patterns in the counting sequence.
- Explore and represent the patterns in odd and even numbers.

Number recognition

- Recognise and identify numerals 0 to 20.
- Select the numeral that represents a set of objects.
- Order numerals 0 to 20.

Number graphics

- Represent and explain their thinking in their own ways.
- Write numerals 0 to 20.

Calculating

- Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part-part-whole.
- Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part-part-whole.
- Relate subtraction to addition in practical situations using the terminology part-part-whole.
- Identify one more and one less than a given number.
- Identify two more and two less than a given number.
- Add two single-digit numbers totalling greater than 10, using practical equipment.
- Subtract a single-digit number from a number greater than 10 using practical equipment.
- Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10.

Fractions

- Understand that sharing is splitting an amount into equal parts.
- Understand that halving is sharing into two equal parts.

	<ul style="list-style-type: none"> Automatically recall double facts to double 5. 				
	<p>We follow Lancashire's Red Rose Maths scheme. Maths is taught during 5 x 25-minute lessons per week. Continuous provision enhancements planned for each week on weekly plan. Children complete a small group task with the teacher. NCTEM daily 10-minute mastery practise.</p>				
	Red Rose Maths Addition and Subtraction Mastery Maths Counting, ordinality and cardinality.	Red Rose Maths Addition and Subtraction Mastery Maths Subitising	Red Rose Maths Counting, Comparing and Ordering Mastery Maths Composition	Red Rose Maths Understanding Part-Whole with Addition and Subtraction Mastery Maths Composition	Red Rose Maths Fractions Mastery Maths Comparison
Understanding the World	Objectives: <ul style="list-style-type: none"> Explore the natural world around them. Draw information from a simple map. What farming was like in the past. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. 			Vocabulary: Plants, flowers, beans, life cycle, gardening, world, seasons, Spring, Summer, Autumn, Winter, change, farming, past.	
	Science: Natural world, plant life cycles, beans History: Farming in the past Geography: Draw information from a simple map RE: Computing: Indi Robot				
		Science What do plants need to grow? Life Cycle of a Bean	Geography Draw information from a simple map.	History Farming in the past Computing Indi Robot	Computing NOS Online Reputation Science Parts of a plant
Expressive Arts and Design	Objectives: <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. 			Vocabulary: Artist, colour, draw, paint, music, beat, style, perform, sound, pulse, rhythm, shape, straight, curve.	

	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups 				
<p>Art: Understand that different media can be combined to create different effects. Artist: Van Gogh. Project Outcome: To create collage and 3D sunflowers pictures inspired by Van Gogh. Music: Charanga – Big Bear Funk!</p>					
	<p>Music Big Bear Funk!</p>	<p>Art Sunflower oil pastel drawing Music Big Bear Funk!</p>	<p>Art Sunflower oil pastel drawing Music Big Bear Funk!</p>	<p>Music Big Bear Funk!</p>	<p>Music Big Bear Funk!</p>