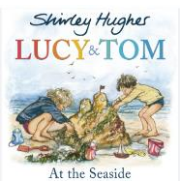

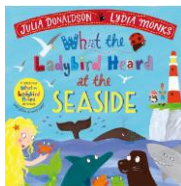
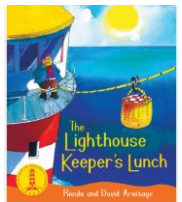
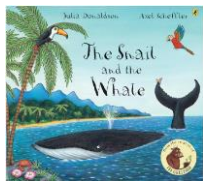
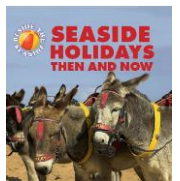
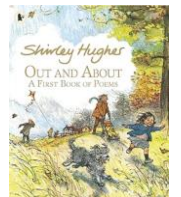
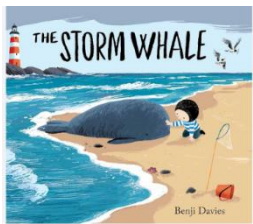
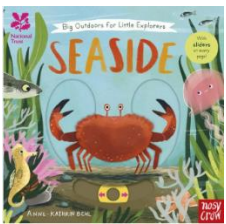
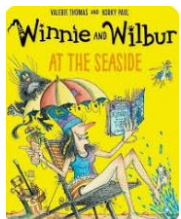
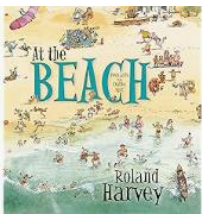
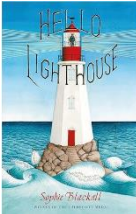
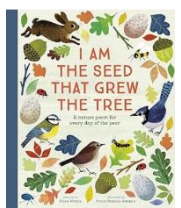
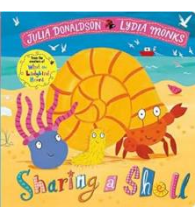


EYFS Medium Term Plan 2024-25

Summer 2 / Seaside

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Primary Texts	Hook 						
Secondary Texts	      						
Nursery Rhymes (See links at end of document)	Summer Clothes Song	Into the Sea	Oh I Do Like to be Beside the Seaside			A Sailor Went to Sea, Sea, Sea	
Communication & Language	Objectives: Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.			Vocabulary: Fiction, story, non-fiction, information, listen, share, ideas, think, talk, quiet, loud, words, and, because, then, but			
	Activities: <ul style="list-style-type: none"> Daily story time. Encourage children to join in with repeated refrains when reading key texts Introduce new weekly vocabulary and model Model talk routine throughout the day Daily snack and chat sessions Encourage children to respond to questions using full sentences Continue to model roleplay and key vocabulary in the Seaside Corner Encourage new vocabulary in the Small World area Model various responses to the morning and afternoon registers. Use full sentences including connectives 						

Personal, Social & Emotional Development	Objectives:				Vocabulary: Growing, changing, seasons, older, younger, learning, life, stages, bigger, smaller, girl, boy, same, different, plants, animals, humans, body, me, self, baby, toddler, child, teenager, adult, male, female, mother, father, brother, sister		
	<ul style="list-style-type: none"> • Think about the perspectives of others. • Identify and moderate their own feelings socially and emotionally. • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. 						
	Adults will continue to model positive behaviours. Daily snack and chat time to encourage turn-taking, listening and allowing them to express their feelings and views. Reinforce the three school values: respect, resilience and curiosity. Set clear expectations for behaviour.						
	PSHE Growing and Changing: Seasons	PSHE Growing and Changing: Life Stages (plants, animals, humans)	PSHE Growing and Changing: Life Stages (Human life stage – who will I be?)	PSHE Growing and Changing: Where do babies come from?	PSHE Growing and Changing: Getting Bigger	PSHE Growing and Changing: Me and my body – girls and boys	PSHE Growing and Changing: Review
Physical Development	Objectives:				Vocabulary: Jump, land, climb, walk, jog, run, reverse, crouch, balance, apparatus, travel, roll, tuck, opposite		
	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.						
	Develop gross-motor skills in our twice-weekly PE sessions which emphasise 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 balance bikes and scooters. Develop overall body strength, balance, coordination and agility						
	PE Castles: To throw underarm	PE Castles: To roll a ball	PE Castles: To jump and land appropriately	PE Castles: To perform a variety of gymnastic rolls	PE Castles: To climb up and down apparatus using alternate feet	PE Castles: To revise fundamental movement skills covered in the unit	PE Castles: To revise fundamental movement skills covered in the unit
Literacy	Word Reading Objectives:				Vocabulary:		
	<ul style="list-style-type: none"> • Blend phonemes orally within Phase 4 words. 				Word, sentence, phoneme, grapheme, letter, illustration, author, illustrator, story, rhyme, song, rhyming, sound, meaning, write.		

	<ul style="list-style-type: none"> • 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: come, do, so, were, some, there, out, little, what. • Read word, sentences and decodable texts with the high frequency word: it's. 							
<p>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 trick words and blend sounds to make CCVC, CCVCC, CCCVC, CCCVCC words.</p>								
<p>Phonics Teach CVCC & CCV</p> <p>Teach said so have like</p>	<p>Phonics Teach CCVC & CCVCC</p> <p>Teach some come were there</p>	<p>Phonics Teach CCCVC & CCCVCC</p> <p>Teach little do one when</p>	<p>Phonics Teach Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants.</p> <p>Teach out what it's</p>	<p>Phonics Consolidation</p>	<p>Phonics Consolidation</p>	<p>Phonics Consolidation</p>		
<p>Literacy</p>	<p>Comprehension Objectives:</p> <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. 				<p>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</p>			

	<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, with increasing confidence, 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, e.g. Do you know any stories about bears? • Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree. • Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes poetry 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, feel and/or think. 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, nonfiction and poems. 	
<p>Literacy</p>	<p>Writing Objectives:</p>	<p>Vocabulary: Red Rose letter sounds and ditties.</p>

	<p>Emergent writing:</p> <ul style="list-style-type: none"> • Show awareness of the different audience for writing. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <p>Composition:</p> <ul style="list-style-type: none"> • Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. • Write different text forms for different purposes (e.g. lists, stories, instructions). • Begin to discuss features of their own writing e.g. what kind of story have they written. <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. • Spell irregular common (tricky) words independently. <p>Handwriting:</p> <ul style="list-style-type: none"> • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. 	<p>Sentence, full stop, finger spaces, capital letters.</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>	<p>Vocabulary: Addition, subtraction, count, number, compare, equal to, more, greater, fewer, less, same, equal, most, fewest, part, whole, double, half</p>

- Partition a set of objects in different ways using the terminology part-part-whole.
- 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.
- Automatically recall double facts to double 5.

Shape:

- Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle).
- Name common 3-D shapes (sphere, cube, cuboid).
- Talk about shapes using mathematical language (straight, curved, sides, flat, solid).
- Sort shapes according to their own criteria.
- Space Understand and use positional language in everyday situations.
- Understand and use ordinal numbers when describing position.
- Understand and use the language of movement/direction.
- Describe and recognise patterns made of objects, numbers and shapes.
- Create patterns made of objects, numbers and shapes.

Measurement – Distance:

- Understand and use the language of comparison when ordering three objects of different lengths/widths/heights.
- Understand the concept of the conservation of length/width/height.

Measurement – Weight:

- Understand the concept of the conservation of weight/mass.

Measurement – Volume/Capacity:

- Understand and use the language of comparison when ordering three of the same container holding different amounts.
- Understand the concept of the conservation of volume/capacity.

Measurement – Money:

	<ul style="list-style-type: none"> • Talk about different ways we can pay for things. • Use 1p coins to pay for objects. <p>Measurement – Time:</p> <ul style="list-style-type: none"> • Talk about significant times of the day. • Understand and use language – before, after, yesterday, today, tomorrow. • Use the language of comparison when talking about time. Sequence two or three familiar events and describe the sequence. • Know the names of the days of the week. Say the names of the days of the week in order. 						
<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.</p> <p>NCTEM daily 10-minute mastery practise.</p>							
<p>Red Rose Maths Capacity/Volume and Money</p> <p>Mastery Maths Subitise to 5 Introduce the rekenrek</p>	<p>Red Rose Maths Shape and Sorting</p> <p>Mastery Maths Automatic recall of bonds to 5</p>	<p>Red Rose Maths Time</p> <p>Mastery Maths Composition of numbers to 10</p>	<p>Red Rose Maths Space</p> <p>Mastery Maths Comparison</p>	<p>Red Rose Maths Money and Sorting</p> <p>Mastery Maths Number patterns</p>	<p>Red Rose Maths Number Sense</p> <p>Mastery Maths Counting</p>	<p>Red Rose Maths Addition and Subtraction</p> <p>Mastery Maths</p>	
<p>Understanding the World</p>	<p>Objectives: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>		<p>Vocabulary: Map, landmark, road, river, field, path, playground, church, beach, treasure, follow, religion, belief, feel, Christianity, church, Bible, Jesus, God, Islam, mosque, Quran, Judaism, synagogue, Torah, Hindu Dharma, Temple</p>				
<p>Geography – Explore the natural world around them. Draw information from a simple map. Link to beach and treasure maps. RE – Overview of world religions in preparation for discrete RE lessons in year 1. History – Seaside Holidays Then and Now</p>							
	<p>History Seaside Holidays</p>	<p>History Transport to the Seaside</p>	<p>History Seaside Activities and Clothing</p>	<p>History Seaside Toys and Games</p>	<p>History School and Childhood in the Past</p>	<p>History Seaside Holiday Experience</p>	

	RE World religions overview	RE Christianity	RE Hindu Dharma	RE Judaism	RE Islam	RE	RE
Expressive Arts and Design	Objectives: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.			Vocabulary: Artist, colour, draw, paint, music, beat, style, perform, sound, pulse, rhythm, shape, straight, curve.			
	Art - Main Focus: Understand that different media can be combined to create different effects - use of paint and collage with bold shape and colour Artist: Henri Matisse Music: Kids Rock						
	Art Henri Matisse-inspired seaside art Music Kids Rock	Art Henri Matisse-inspired seaside art Music Kids Rock	Art Henri Matisse-inspired seaside art Music Kids Rock	Art Henri Matisse-inspired seaside art Music Kids Rock	Art Henri Matisse-inspired seaside art Music Kids Rock	Art Henri Matisse-inspired seaside art Music Kids Rock	Art Henri Matisse-inspired seaside art Music Kids Rock

Useful Links

<https://www.bbc.co.uk/teach/school-radio/articles/zknxwty> BBC Bitesize Listen and Play: Beside the Sea

<https://www.bbc.co.uk/cbeebies/watch/showmeshowme-beside-the-seaside-song> Cbeebies - Oh I Do Like to be Beside the Seaside

<https://www.bbc.co.uk/teach/school-radio/articles/z69vhbk> A Sailor Went to Sea, Sea, Sea – singalong

Summer Clothes Song

(Sing to the tune of 'Heads, Shoulders, Knees and Toes'.
You may like to make up your own actions to this song.)

Hat, T-shirt, shorts and shades, shorts
and shades.

Hat, T-shirt, shorts and shades, shorts
and shades.

And swimming costume and flip-flops.

Hat, T-shirt, shorts and shades, shorts
and shades.



Into the Sea Song

(Sing to the tune of 'Polly Put the Kettle On'.)

Racing down the beach we go,
Racing down the beach we go,
Racing down the beach we go,
Into the sea.

(Pretend to dip your toe into the water)

Running up the beach we are,
Running up the beach we are,
Running up the beach we are,
Too cold for me!
(Shiver)

