

EYFS Medium Term Plan 2025-26
 Summer 1 Roots, Shoots and Muddy Boots!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Possible Themes/Interests	Curiosity	Jack and the Beanstalk	Jasper's Beanstalk	The Tiny Seed	Farmer Duck	Maisy Loves Ladybirds
Primary Texts						
Secondary Texts	Traditional stories     					
Nursery Rhymes	Wonder Everywhere I see the sky, so big and blue, I see the flowers, red and new. I touch, I ask, I laugh, I play, Wonder is with me every day!	Oats and beans and barley grow https://www.bbc.co.uk/teach/school-radio/articles/z4xdrj6	Busy in the Garden Song	How to Make the Flowers Grow Song	Old MacDonald	Ladybird, Ladybird
Communication & Language	Objectives: <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. 			Vocabulary: Fiction, story, non-fiction, information, listen, share, ideas, think, talk, quiet, loud, voice, words, and, because then, but.		

	<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 Yes, I can!</p>	<p>PSHE Being My Best Healthy eating</p>	<p>PSHE Being My Best My 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"> • To develop balancing whilst stationary and on the move. • To develop running and stopping. • To develop changing direction. • To develop jumping and landing. • To develop hopping and landing with control. • To explore different ways to travel. 			<p>Vocabulary: Balance, run, jump, hop, change directions, catch, throw</p>		
	<p>Develop gross motor skills in our 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 Fundamentals Body Parts</p>	<p>PE Fundamentals Feelings</p>	<p>PE Fundamentals Our Senses</p>	<p>PE Fundamentals Looking After Ourselves</p>	<p>PE Fundamentals My Favourite Things</p>	<p>PE Fundamentals It’s Good to be Me</p>

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 oi ear Tricky word so were	Phonics Teach air ure er Tricky words some there	Phonics Consolidate ur ow oi ear air ure er Tricky words out little what	Phonics Consolidate j v w x y z zz qu ch sh th/th ng ai ee igh oa oo/o oar or ur ow oi ear air ure er Tricky words he she we be me was my you they her all are
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. 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. 			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"> • 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. • Roleplay 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>Literacy</p>	<p>Writing Objectives:</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>Vocabulary:</p> <p>Red Rose letter sounds and ditties.</p> <p>Sentence, full stop, finger spaces, capital letters.</p>

	<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. 	
<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. We have daily handwriting practise focussing on formation, stamina and fluency.</p>		
<p>Maths</p>	<p>Objectives:</p> <p>Space</p> <ul style="list-style-type: none"> • Begin to describe position using the terms top, middle, bottom, on top of, underneath, above, below, in front of, behind, next to, between, forwards, backwards, sideways, along, over, under and through <p>Time</p> <ul style="list-style-type: none"> • Sequence two or three familiar events in a day and describe the sequence • Understand and use the words first, next, before, after and between when describing the order of three events. • Understand that we can compare time durations using words such as 'longer' and 'shorter' and speeds using words such as 'faster' and 'slower'. <p>Counting, Comparing and Ordering</p> <ul style="list-style-type: none"> • Match the number name to the numeral to 10 • Say the number that comes after in rote counting sequence to 10 • Order numerals to 10 • Compare two sets of different objects by counting, saying which set is more/greater, fewer/less or same/equal • Place 10 objects in a specified container and recognise that it holds 10 <p>Numbers to 20</p> <ul style="list-style-type: none"> • Count and arrange a group of 11-20 familiar objects into 1 group of 10 plus a group of 1-10. Select the numeral to match amounts and vice versa. Use number equipment such as bundles of straws, Unifix and ten frames, alongside own jottings, to represent 11-20 <p>Comparing and Ordering Measures</p> <ul style="list-style-type: none"> • Compare two objects of different mass e.g. heavier/lighter 	<p>Vocabulary:</p> <p>Top, middle, bottom, above, below, in front of, behind, next to, between, forwards, backwards, over, under, first, next, before, after, longer, shorter, faster, slower, zero, one, two, three, four, five, six, seven, eight, nine, ten, more, fewer, equal, group, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, ones, heavy, light, long, short, tall, wide, full, empty</p>

	<ul style="list-style-type: none"> Order a set of three items from shortest to longest, narrowest to widest, shortest to tallest and vice versa Compare two identical vessels with different volumes Order a set of three identical containers from least full to most full and vice versa 					
	We follow Lancashire's Red Rose Maths scheme. Maths is taught during 5 lessons per week. Children complete a small group task with the teacher daily. Continuous provision enhancements planned for each week on weekly plan.					
	Red Rose Maths Space	Red Rose Maths Time	Red Rose Maths Counting, Comparing and Ordering	Red Rose Maths Numbers to 20	Red Rose Maths Numbers to 20	Red Rose Maths Comparing and Ordering Measures
Understanding the World	Objectives: <ul style="list-style-type: none"> To describe the features of a living thing To explain the life cycle of a plant To know the key features of a plant To know how farming has changed over time To understand which creatures are insects and invertebrates To name and draw the parts of an insect 		Vocabulary: Plant, seed, nutrients, soil, water, stem, leaves, sunlight, compost heap, weeds, garden, roots, farm, farming, past, present, fields, tractor, fly, beetle, insect, ant, invertebrate			
		Science/Geography Plants	Science/Geography Plants	Science/Geography Plants	History The Past in Our Local Area (Farming)	Science Insects and Invertebrates
	RE To notice and talk about the beauty and wonder of the natural world	RE To know that the Bible tells a special story about how God created the world	RE To understand that Muslims believe Allah created the world and to retell stories that teach us to care for living things	RE To understand that the world is special and to explore how people, including Christians and Muslims, felt about caring for it	RE To understand that we all share responsibility for looking after the environment	
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.</p> <p>Music: Charanga – Big Bear Funk!</p>						
	<p>Music Big Bear Funk!</p>	<p>Music Big Bear Funk!</p>	<p>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>