
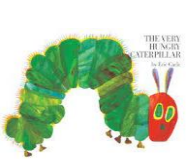

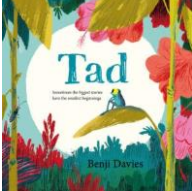
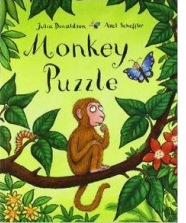



## Red / Orange Base EYFS Medium term planning Summer 1







TOPIC : Who laid this egg? Focus: PSED UW CL EVENTS- Farm visit							
	Week 1 15.4.24 Eid - 9 <sup>th</sup> April? Farm visit?	Week 2 22.4.24 St George's Day	Week 3 29.4.24	Week 4 6.5.24	Week 5 13.5.24	Week 6 20.5.24	N/A
School Value	<b>Imagine - dream, believe, achieve</b>						
UW	<ul style="list-style-type: none"> <li>Personal timeline – how have we changed since we were born.</li> <li>Recognise that some animals no longer exist (are extinct).</li> <li>Similarities / differences with animals of today.</li> <li>Explore the natural world around them making observations and drawing animals and plants- focusing on the life-cycle of a butterfly.</li> <li>Understand some important process and changes in the natural world around them – life cycles.</li> </ul>						
FOREST SCHOOL - PSED, CL, UW	Wednesday What living things can we find in our garden? Use senses. Map the garden.	Wednesday . What do we need to survive? What do other animals need? Detailed observational drawings.	Wednesday How can we look after the wildlife in our garden?	Wednesday <i>What is happening to the tadpoles in the pond?</i> <i>How can we describe the weather?</i>	Wednesday How can we describe the weather?	<del>N/A</del> Wednesday Can you make a home for an animal in our garden?	N/A.
PSED	<ul style="list-style-type: none"> <li>Know how to be a good friend.</li> <li>Think about the perspectives of others.</li> <li>Show understanding of own feelings and those of others and begin to regulate own behaviour accordingly.</li> <li>Show sensitivity to their own and to others' feelings.</li> </ul>						
Topic	Which animals lay eggs?	Can we "grow" a butterfly?	What do puppies / kittens need?	Where do frogs come from?	What do babies need?	How have I grown and changed?	
PSED Circle Time	Jigsaw -	Jigsaw -	Jigsaw -	Jigsaw -	Jigsaw -	Jigsaw -	

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CL	<ul style="list-style-type: none"> <li>Describe events in some detail and talk about what they observe in the natural world and growing observations.</li> <li>Use talk to help work out problems and organise thinking and activities.</li> <li>Explain how things work and why they might happen regarding the environment.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
Lit - comp writing	<ul style="list-style-type: none"> <li>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions.</li> <li>Use vocabulary that is influenced by their experiences of books within play.</li> <li>Act out the stories showing expression in Pie Corbett style.</li> <li>Write sentences with increasing accuracy using phonics to identify sounds for writing.</li> <li>Spell tricky words with increasing accuracy.</li> <li>Begin to write for a given audience.</li> <li>Consistently use capital letters, full stops, finger spaces and writing on the line.</li> <li>Read back own writing</li> </ul>

<p><b>English</b> (Literacy/ Communication and Language) <b>See</b> <b>weekly</b> <b>planning</b> <b>Writing</b> <b>area</b></p>	<p><b>Story:</b>  <b>Rhymes and songs:</b> Chick, chick, chick, chick chicken Baby animals</p>	<p><b>Story:</b>  <b>Rhymes and songs:</b> Chick, chick, chick, chick chicken 5 little caterpillars Little caterpillar</p>	<p><b>Story:</b>  <b>Rhymes and songs:</b> Chick, chick, chick, chick chicken 5 little caterpillars The butterfly song 5 little ducks</p>	<p><b>Story:</b> <b>Rhymes and songs:</b>  <b>Rhymes and songs:</b> 5 little caterpillars The butterfly song 5 little ducks 5 little speckled frogs</p>	<p><b>Story:</b>  <b>Rhymes and songs:</b> <b>Rhymes and songs:</b> 5 little caterpillars The butterfly song 5 little ducks 5 little speckled frogs</p>	<p><b>Story:</b> <b>Rhymes and songs:</b></p>	<p>N/A</p>
<p><b>Phonics</b>  <b>Lit -</b> <b>writing /</b> <b>PD</b></p>	<p><b>See separate weekly planning.</b> <b>Phase 4</b> Short vowels CVCC, CCVC CCVCC, CCCVC, CCCCVC Longer words Compound words Root words ending: -ing, -ed /t/, -ed /id/ /ed/ -est  Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>						

<p><b>PD</b> <b>- Gross</b></p>	<p style="text-align: center;"><b>Get set 4 PE</b> Ball Skills Unit 1</p> <ul style="list-style-type: none"> <li>I can negotiate space safely with consideration for myself and others.</li> <li>I use ball skills with developing competence and accuracy.</li> <li>I play co-operatively and take turns with others.</li> <li>I can make independent choices.</li> <li>I persevere when trying new challenges.</li> <li>I play ball games with consideration of the rules.</li> </ul>						
<p><b>Outdoor focus activity</b> Focus - <b>PD</b> positional language +</p>		<p>Butterfly wings</p>					<p>N/A</p>

pre-writing skills							
PD - Fine	<ul style="list-style-type: none"> <li>Hold scissors correctly and cut out small shapes.</li> <li>Write letters inline with the school handwriting policy.</li> <li>Paint using thinner paintbrushes.</li> </ul>						
Creative area/ Workshop PD/CLL/ EAD							N/A
Dough area PD Finger Gym Challenge PD	 	 Butterfly, wings, body, antenna, pattern, symmetrical. 					N/A
Maths See weekly planning Maths area challenge	<p><b>Number sense:</b> S2, Bk 11 Composition of 6 <u>To 20 and beyond</u></p> <ul style="list-style-type: none"> <li>Step 1 Build numbers beyond 10 (10 -13)</li> <li>Step 2 Continue patterns beyond 10 (10-13)</li> <li>Step 3 Build numbers beyond 10 (14-20)</li> </ul> <p>Numicon city</p>	<p><b>Number sense:</b> S2, Bk 11 Composition of 7 <u>To 20 and beyond</u></p> <ul style="list-style-type: none"> <li>Step 4 Continue patterns beyond 10 (14-20)</li> <li>Step 5 Verbal counting beyond 20</li> <li>Step 6 Verbal counting patterns</li> </ul>	<p><b>Number sense:</b> S2, Bk 11 Composition of 8 <u>How many now?</u></p>	<p><b>Number sense:</b> S2, Bk 11 Composition of 9 <u>Manipulate, compose &amp; decompose?</u></p> <ul style="list-style-type: none"> <li>Step 1 Select shapes for a purpose</li> <li>Step 2 Rotate shapes</li> <li>Step 3 Manipulate shapes</li> </ul>	<p><b>Number sense:</b> S3, Bk 12 Comparing quantities to 10 <u>Manipulate, compose &amp; decompose?</u></p> <ul style="list-style-type: none"> <li>Step 4 Explain shape arrangements</li> <li>Step 5 Compose shapes</li> <li>Step 6 Decompose shapes</li> </ul>	<p><b>Number sense:</b> S3, Bk 13 Patterns in numbers <u>Sharing and grouping</u></p> <ul style="list-style-type: none"> <li>Step 1 Explore sharing</li> <li>Step 2 Sharing</li> <li>Step 3 Explore grouping</li> <li>Step 4 Grouping</li> </ul>	N/a

		 <p>Cheerios and choco hoops?</p>	<ul style="list-style-type: none"> <li>• <b>Step 1</b> Add more</li> <li>• <b>Step 2</b> How many did I add?</li> <li>• <b>Step 3</b> Take away</li> <li>• <b>Step 4</b> How many did I take away?</li> </ul> 		<p>AC- tessellating shapes at home.</p> 		
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<p><b>EAD</b></p>	<ul style="list-style-type: none"> <li>• Know which prime colours you mix together to make secondary colours.</li> <li>• Use a range of materials to make a collage.</li> <li>• Know some similarities and differences between materials.</li> <li>• Perform stories to their peers.</li> <li>• <b>Recount narratives with peers.</b></li> <li>• <b>Sing and perform songs and rhymes.</b></li> <li>• Explore percussion instruments.</li> <li>• Play instruments in the song.</li> </ul>						
<p><b>Music</b> <b>EAD</b></p>	<p>F2 To know the names of classroom percussion instruments.</p>	<p>F2 To know how to play each instrument and how to change the sound of any given instrument.</p>	<p>F2 To know the methods of striking, shaking, scaping etc to vary the sound of an instrument.</p>	<p>F2 To know how to play instruments alongside peers. Taking turns and listening to each other.</p>	<p>F2 To know the difference between tuned percussion and untuned percussion instruments. (Use world instruments)</p>	<p>F2 To know how to describe the quality of sound of each instrument and make comparisons with their environment.</p>	
<p><b>Art</b> <b>EAD</b></p>	<p>See workshop/creative See forest school</p>						
<p><b>Small World / block play</b> <b>CL/EAD</b></p>	<p>Farm animals</p> 	<p>Life cycle sets</p> 					<p>N/A</p>

<b>Role Play</b> <b>CL/ EAD</b> <b>/ UW</b>	How can we look after our pets? Add pets to home corner and talk about what they need.	A trip to the vets. Provide dressing up outfit and vet equipment.	The pet is going to have kittens / puppies.	Add puppy / kitten to the home corner. What do they need?			N/A
<b>UW</b>	<ul style="list-style-type: none"> <li>To know that Muslims celebrate Eid.</li> <li>Continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.</li> <li>Know how to use and draw information from a simple map.</li> </ul>						
<b>Topic</b>	Which animals lay eggs?	Can we "grow" a butterfly?	What do puppies / kittens need?	Where do frogs come from?	What do babies need?	How have I grown and changed?	N/A
<b>RE</b> <b>Understanding the World</b>	To know the story of Jonah and the Whale.	To know where that story is found and its context.	To know what forgiveness is. To know how to say sorry. To know some reasons why we might forgive.	To know how to recognise when somebody is sorry for their words or actions.			n/a
<b>Computing</b> <b>Understanding the World</b>							