

Early Years Foundation Stage Medium Term Plan 3-4 years Cycle B Summer 1

Theme: Summer 1 2022	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Once Upon a Time</i>						
Focus:	Goldilocks and The 3 Bears	The 3 Little Pigs	Jack and the Beanstalk	Cinderella	Little Red Riding Hood	The Gingerbread Man
In EYFS we have flexibility within our curriculum as we like to follow the children's interests and see where that leads us.						
Important Dates:		St George's Day	Eid-al-Fitr		World Cultural Diversity Day	Queen's Platinum Jubilee
Opportunities for Exploring Diversity:	When looking at traditional tales ensure a range of folk tales are shared depicting a range of ethnicities, cultures and gender. St George's Day					
Books	Goldilocks and the 3 Bears A chair for baby bear The mafic porridge pot <i>The Ghanaian Goldilocks</i> Non-fiction books about bears	The 3 Little Pigs Suddenly The 3 Wolves and the Big Bad Pig The True Story of the 3 Little Pigs Non-fiction books about pigs and wolves	<i>Jack and the Beanstalk</i> Jasper's Beanstalk Once Upon a Time My Bean Diary Non-fiction books about growing plants,	Cinderella Different versions of the story <i>Mafuro's beautiful daughters</i>	Little Red Riding Hood (different versions)	The Gingerbread Man The Runaway Pizza <i>The Runaway Chipati</i> Recipes
	The Little Red Hen The Elves and the Shoe Maker <i>Rapunzel</i> <i>The Princess and the Pea</i> Puss in Boots Cinderella Snow White and the 7 Dwarfs Hansel and Gretel The ugly Duckling					

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Communication and language	Development Matters	Communication and Language is interwoven through all areas of learning and through the provision of a language rich environment. Adults will model, emphasise and teach listening, understanding and speaking skills at all times. How to be a good listener - use visual prompts as a reminder Good sitting, keep hands still, look at speaker, hear what is said, think about it					
	Listening and Attention	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Use longer sentences of 4-6 words Know many rhymes, be able to talk about familiar books. Start a conversation with an adult or friend.					
	Speaking	Understand a question or an instruction that has two parts. Understand why questions.					
	Understanding						
Personal, Social and Emotional	Self Regulation	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling.					
	Building Relationships	Play with one or more children, extending and elaborating play ideas. Develop their sense of responsibility and community.					
	Managing Self	Be independent in meeting their own care needs, brushing teeth, using the toilet and washing and drying their hands. Make healthy choices about food, drink and activity.					

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Physical Development	<p>Small/ Fine Motor Skills</p> <p>Use one handed tools and equipment Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be independent as they get dressed and undressed. Paint and make marks.</p> <p>Gross Motor Skills</p> <p>Continue to develop their movement, balancing, riding and ball skills. Climb up apparatus, using alternate feet Skip, hop and stand on one leg and hold a pose. Use large-muscle movements to wave flags and streamers. Paint and make marks</p>					
	Dance with Saracens	To work safely and develop running and stopping	To develop throwing and learn how to keep score	To be able to play games showing an understanding of the different roles within it	To follow instructions and move safely when playing tagging games	To work cooperatively and learn to take turns

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Literacy	Phonics	Develop their phonological awareness: spot and suggest rhyme, Count or clap syllables in a word				
	Letters and Sounds: Phase 1 and beginning sounds from phase 2	<p>Aspect 5 - Alliteration -To focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> <p>Aspect 6 - Voice sounds -To distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.</p> <p>Aspect 7 - Oral blending and segmenting - To develop oral blending and segmenting skills. Say some sounds, such as /c/-/u/-/p/ and for the children to pick out a cup from a group of objects.</p>				
Reading and writing	<p>Understand that print has meaning. The names of different parts of a book Fiction and non-fiction books.</p> <p>Write some or all of their name Write some letters accurately</p>					

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Mathematics	Essentials for counting - HERTS CC	<p>Essential foundations for counting - Pattern & Comparisons</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 					
	Additional possible Maths Busy fingers CIL	<p>Measuring plants - Jack and the beanstalk</p> <p>Size ordering comparisons - Goldilocks</p> <p>Pictogram for porridge</p>					

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Understanding the World	People, Cultures and Communities The natural World	Link to maths - eating porridge - which one do you like best? Making a graph/pictogram. Daddy bear Mummy bear Baby Bear	Looking closely and talk about similarities and differences of materials like stone, bricks, straw, wood. Investigate different materials and use them to make little houses/ structures.	Planting beans - what do plants need to grow? Life Cycle of a bean for the story	Looking at Cinderella's glass slippers - why don't we make shoes from glass? Look at properties of materials - why do we use certain materials for certain things	Making Maps Can you get to Grandma's Safely? Make own map and use environmental/positional language to discuss little red riding hoods journey MA can they add a key? Symbols/pictures etc?	Science experiment - The Gingerbread man ran and ran until he came to some water . . . The Gingerbread man did not want to get wet. Why not? What would have happened to the Gingerbread man if he had gotten wet? We put a gingerbread cookie in a pan of water and observe what happens to it over time.
		Ongoing observations of the changing natural environment and seasons					
	Technology	Purple Mash Traditional Tale Paint projects					
	Purple Mash Simple City- Building site. Build a house and talk about the house you have built.	 Pig Pizzas	Comparison of size and weight activity http://www.crickweb.co.uk/Early-Years.html	Cinderella's slipper - Purple mash	Purple Mash - 2go	Gingerbread Man Maths https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game	

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Expressive Arts and Design	Creating with Materials	Collage the characters from the story Bear Painting Making goldilocks headbands Sing round and round the garden Teddy Bear Teddy bear song.	On tough spot - the materials the 3 pigs used to make their houses. Children can explore the textures. Make a picture using straw, sticks.	Making a castle for their bean planter	Make glass slippers - using glitter and make carriages using split pins and joining techniques.	Make a weaving pattern to stick onto a basket outline? Collage/paint items into LRRH's basket (linked to Literacy)	Using flour paint to decorate a gingerbread man or house. Turn the children into Gingerbread men 	
	Being Imaginative and Expressive	Ongoing - Spring Art Printing, painting pictures of flowers in our environment						
		Role Play ideas: Goldilocks - 3 bears kitchen - bowls and spoons, chairs - all different sizes. Bridge for goats to cross 3 Pigs - bring bricks in from outside - create a worksite where children can make a house of bricks Jack and the Beanstalk - planting and growing - Visit to Burstons? Cinderella - dress up - shoes and crowns.						
		Music:						
	When goldilocks went to the house of the Bears.	One Little Pig Huff Puff Who's afraid of the Big Bad Wolf	Fee-fi-fo-fum song	Pumpkins and magic - BBC	Red riding hood rap	Making and baking song - BBC		