

Early Years Foundation Stage Medium Term Plan Cycle B SUMMER 1 - Reception

Theme: Summer 1 2022 <i>Once Upon a Time</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus:	The 3 Little Pigs	The 3 Bears	The 3 Billy Goats Gruff	The Gingerbread Man	Little Red Riding Hood	Jack and the Beanstalk
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	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	Goldilocks and the 3 Bears The Jolly Postman <i>Goldy Luck and the 3 Pandas</i> <i>The Ghanaian Goldilocks</i> Non-fiction books about bears	The 3 Billy Goats Gruff Non-fiction books about goats	The Gingerbread Man The Runaway Pizza <i>The Runaway Chapati</i> Recipes	Little Red Riding Hood (different versions)	<i>Jack and the Beanstalk</i> Jasper's Beanstalk Once Upon a Time My Bean Diary Non-fiction books about growing plants, The Queen, The Royal Family
	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					

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Communication and language	Development Matters	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	Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary					
	Understanding	Understanding use of objects. Responding to simple instructions, extending to more complex two part instructions. Modelling 'how' and 'why' questions through stories, Adult Direct activities and CIL time. Asking who, what, when, how questions: What can you tell me about....? Use of prepositions and directions - link to Maths					
	Speaking	Extending vocabulary of words reflect their experiences through our topic of traditional tales/Summer. Scaffold children's talk about their learning and experiences - model complex sentences, asking questions. (links to literacy) Articulate their ideas and thoughts in well-formed sentences Describe events in some detail					

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Personal, Social and Emotional	Self Regulation Building Relationships Managing Self	<p>Reinforcing rules for using resources and areas during CIL - always needs to be adult present, not going outside without adult, choose it, use it and put it away.</p> <p>Reinforcing rules and routines - lining up, washing hands, listening skills, Adults to scaffold and model friendly behavior, take turns and share, resolving conflicts particularly during Chil time.</p> <p>Developing a 'can do' attitude/resilience.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Safety when travelling and crossing the road</p>					
	Jigsaw: Relationships	To identify some of the jobs I do in my family and how I feel like I belong	To know how to make friends to stop myself from feeling lonely	To think of ways to solve problems and stay friends	To start to understand the impact of unkind words	To use 'Clam Me' time to manage my feelings	To know how to be a good friend

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Physical Development	Small/Fine Motor Skills	Links to all areas of learning - using construction, writing, using media and materials, maths • Uses one-handed tools and equipment - scissors, different sized paintbrushes, printing tools, mark making tools, hole punch, saw, hammer, stapler, tape dispenser, sellotape, cookery utensils, • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name.					
	Linked to PSED (Managing Self)	How do we wash our hands properly? Why do we need to wash our hands?	Understand that we need to use equipment and tools safely - outside area/PE - games/ small tools e.g. scissors carrying them safely				
			Healthy eating - healthy heroes What kind of food do Super learners need give them energy, be strong and healthy? Introduce new food at snack time can chn try some super veggies/fruits?				
	Dressing/ Observing the effect of activity on our bodies - link to PE/ Outside area during CIL time Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Safety when travelling and crossing the road						

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	See Get Set 4 PE discrete PE Planning Games Unit 1	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	To work with others to play team games
	Dance with Saracens	→					
	Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>					

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Literacy		Letter formation and handwriting skills					
	Phonics Letters and Sounds: Phase 3 and 4	Revisit consonant digraphs <i>ch, sh, th, ng,</i>		Revisit vowel digraphs <i>ai, ee, or, igh,</i>	Revisit vowel digraphs <i>oa, oo, ar</i>	Revisit vowel digraphs <i>oi, ur/er, ow,</i>	Revisit the vowel digraphs <i>ear, air, ure</i>
		<ul style="list-style-type: none"> ➤ Learn an alphabet song - point to the letters when singing. ➤ Practise previously learnt letters and sounds including vowel digraphs ➤ Practise blending to read words and sentences ➤ Practise segmenting to spell words and sentences ➤ Practise reading and spelling the phase 3 words: <p>Read and Spell Phase 2 Tricky words: <i>I, no, go, to, the, into</i></p> <p>Read and Spell Phase 3 Tricky words: <i>you, they, all, are, my, her, he, she, we, me, be, was</i></p>					

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	Reading	The Little Red Hen The Elves and the Shoemaker Rapunzel The Princess and the Pea Puss in Boots Cinderella Snow White and the 7 Dwarfs Hansel and Gretel					
		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	Goldilocks and the 3 Bears Goldy Luck and the 3 Pandas The Ghanaian Goldilocks Non-fiction books about bears The Jolly Postman	The 3 Billy Goats Gruff Non-fiction books about goats	The Gingerbread Man The Runaway Pizza The Runaway Chipati Recipes Non-fiction books about foxes	Little Red Riding Hood (different versions)	Jack and the Beanstalk Jasper's Beanstalk Once Upon a Time My Bean Diary Non-fiction books about growing plants, The Queen, The Royal Family
		Looking at a range of Traditional tales Literacy Focus: The 3 Little Pigs (Linked to UW - Materials)	Literacy Focus: Goldilocks (Linked to UW - Cooking)	Literacy Focus: The 3 Billy Goats Gruff (Linked to UW - Construction)	Literacy Focus: The Gingerbread Man (Linked to UW - absorbency)	Literacy Focus: Little Red Riding Hood	Literacy Focus: Jack and the Beanstalk (Linked to UW - planting) Reading the big book, Once Upon a Time

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Literacy	Writing	Explore directions and use a story map to retell or create own story of the three little pigs.	Let's write Assessment Sorry letter from Goldilocks to the 3 bears (linked to the Jolly Postman)	Sequencing the story Retelling the story	Sequencing the story Retelling the story	Story Map Sequencing the story Retelling the story	What could be at the top of your beanstalk?
	Ongoing writing opportunities within the Role Play Area and Graphics Area	<u>THROUGH CIL</u> Story bracelets that will help children retell stories in sequence. Three Pigs.	Explore directions and use a story map to retell or create own story of Goldilocks. Sequencing the story Retelling the story	Character Description of the Troll	Labelling the parts of the Gingerbread Man's body Lost Posters	Character descriptions What would you take to Granny's? List of items in the basket for Granny	Visual Literacy - Shrek





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Mathematics	Herts Reception Essentials Planning	<p>RLS10 - Regrouping the whole <i>Have a deep understanding of the numbers to 10 Have automatic recall of numbers to five and know some bonds to ten</i> Step 1: Identify parts within a given whole using subitising</p> <p>Step 2: Regroup a whole into two parts using subitising, recognising that when combined, they equal the whole</p> <p>Step 3: Identify that a whole can be broken into many parts</p> <p>Step 4: Use subitising to identify multiple parts within a given whole</p> <p>Step 5: Using a mixed set of objects to create a given whole, identify parts and provide reasoning for the groupings</p>		<p>RLS11 - Regrouping parts to find ten total (the whole) <i>Have a deep understanding of the numbers to 10 Have automatic recall of numbers to five and know some bonds to ten</i> Step 1: Regrouping subitisable parts to make subitisable totals</p> <p>Step 2: Regrouping subitisable parts and counting all to find the total</p> <p>Step 3: Recognise that regrouping different combinations of parts can make the same whole</p> <p>Step 4: Subitising one part and then counting on the number in the other part to find the whole</p> <p>Step 5: Counting on from either part makes the same whole</p>		<p>RLS12 - Finding the whole and missing parts <i>Through a deep understanding of numbers to 10, have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts</i> Step 1: Finding the missing whole</p> <p>Step 2: Missing part - what could it and what couldn't it be?</p> <p>Step 3: Subitising the missing part</p> <p>Step 4: Missing part - how many more?</p> <p>Step 5: Missing part - how many left?</p> <p>Step 6: Missing part - finding the difference</p>	






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	<p><i>Additional possible Maths Activities to supplement</i></p>	<p>Use everyday language related to time What's the time Mr. Wolf? O'clock and Half past What can you do in a minute? How long does it take you to...?</p>	<p>Make a class graph or pictogram to show who liked which porridge the most 3 different types of porridge for the 3 bears - linked to UW</p>	<p>Positional Language Stick the goat/troll On/under/over/off the bridge</p>	<p>Adding 1 more and adding 2 numbers Sequencing and ordinal numbers</p>	<p>Subtraction - items in LRRH's basket fall out on the journey to grandmas</p>	<p>Size matching HEIGHT Comparing taller/shorter LENGTH: Jack and the Beanstalk Measuring the size of the giant's footprint Rapunzel How long is her hair?</p>
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Understanding the World	<p>People, Cultures and Communities</p> <p>The natural World</p>	<p>Watch the short clip on Purple Mash - building site</p> <p>Looking closely and talk about similarities and differences of materials like stone, bricks, straw, wood.</p> <p>Investigate different materials and use them to make little houses/ structures.</p> <p>Test how strong they are by using a hair dryer to blow them down.</p>	<p>Following instructions and cooking 3 types of porridge for the 3 bears.</p> <p>Link to maths - which one do you like best? Making a graph/pictogram</p>	<p>Bridge Testing and Building Construction materials and combining materials</p>  <p>Turn water tray into small world scene for the story</p> 	 <p>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.</p>	<p>Making Maps Can you get to Grandma's Safely?</p> <p>Make own map and use environmental/positional language to discuss little red riding hoods journey</p> <p>MA can they add a key? Symbols/pictures etc?</p>	<p>Planting beans - what do plants need to grow?</p> <p>Life Cycle of a bean</p>
	Ongoing observations of the changing natural environment and seasons						
Technology	<p>Purple Mash Traditional Tale Paint projects</p>						
	<p>Cooking - Making Pig Pizzas</p> 	<p>Purple Mash Simple City- Building site. Build a house and talk about the house you have built.</p>	<p>Comparison of size and weight activity http://www.crickwe.co.uk/Early-Years.html</p>	<p>Gingerbread Man Maths https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game</p>	<p>Purple Mash - 2go</p>		

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Expressive Arts and Design	Creating with Materials	<p>Use constructional and 3D reclaimed materials to build houses with an opening to let the pigs in and the chimney.</p> <p>Children to collage their own pictures from the story (chn's choice of picture)</p> 	<p>Collage the characters from the story</p>	<p>Combining materials to make bridges</p> <p>Cardboard Tube Goats</p>  <p>Design and make a model/painting of a troll linked to literacy</p> 	<p>Using flour paint to decorate a gingerbread man or house.</p>  <p>Turn the children into Gingerbread men</p> 	<p>Make a weaving pattern to stick onto a basket outline?</p> <p>Collage/paint items into LRRH's basket (linked to Literacy)</p>	<p>Making a castle for their bean planter</p>	
	Being Imaginative and Expressive	Ongoing - Spring Art Printing, painting pictures of flowers in our environment						
		Role Play ideas:						
The 3 Pigs construction Site		Bridge for goats to cross			Grandma's Cottage			
		Small World ideas linked each week to the Traditional Tale						

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	Music: Music Express - Stories and Sounds					
	<i>One Little Pig</i> <i>Huff Puff</i> Who's afraid of the Big Bad Wolf?	<i>Goldilocks Song</i> (below)	<i>Three Billy Goats Gruff</i>	<i>Sleeping Beauty</i>	I Love Red https://www.youtube.com/watch?v=Nz7LUHiFNIg	<i>Kings and Queens</i> <i>The King of the Castle</i>

When *Goldilocks* when to the house of the bears
 Oh what did her blue eye see?
 A bowl that was big, a bowl that was small, a bowl that was tiny and that was all
 She counted them 1, 2, 3.

When *Goldilocks* when to the house of the bears
 Oh what did her blue eye see?
 A chair that was big, a chair that was small, a chair that was tiny and that was all
 She counted them 1, 2, 3.

When *Goldilocks* when to the house of the bears
 Oh what did her blue eye see?
 A bed that was big, a bed that was small, a bed that was tiny and that was all
 She counted them 1, 2, 3.

When *Goldilocks* when to the house of the bears
 Oh what did her blue eye see?
 A bear that was big, a bear that was small, a bear that was tiny and that was all
 They growled at her ROAR, ROAR, ROAR!