

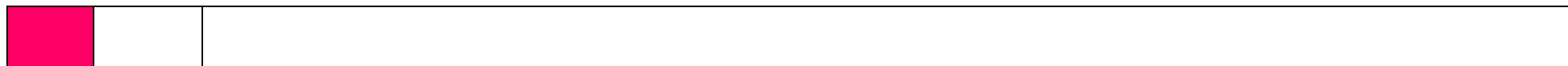
## Early Years Foundation Stage Medium Term Plan 3-4 years Cycle B Summer 2

Theme: Summer 2 2022  <i>All creatures great and small</i>	<b>Week 1</b>  6.6.22	<b>Week 2</b>  13.6.22	<b>Week 3</b>  20.6.22	<b>Week 4</b>  27.6.22	<b>Week 5</b>  4.7.22	<b>Week 6</b>  11.7.22	<b>Week 7</b>  18.7.22
Focus:	<b>Pets</b>	<b>Pets FATHERS DAY</b>	<b>Farm</b>	<b>Sea</b>	<b>Bugs</b>	<b>Wild Dear Zoo</b>	<b>Extinct - Dinosaurs</b>
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:	Post Jubilee	Healthy Eating week	Sports Week		Reptile Visit	Transition day	Knebworth House
<b>Opportunities for Exploring Diversity:</b>	Looking at different cultures what pets do people keep in different countries - goats/cow? Explore Looking at hot/cold climates and what animals are suited for different environments.						
<b>Books</b>	I want a pet Harry and his bucket full of dinosaurs <i>Pet show</i> The great pet sale Mog the forgetful cat 6 dinner sid <i>Dr Potts my pet has spots</i> My cat likes to hide in boxes Vet - non fiction Pets - non fiction Paula the vet - Julia Donaldson I'm thinking of a pet		Farm -Non-Fiction On the Farm Noisy Farm Who's in the shed? Farmer Duck Old MacDonald		Commotion in the ocean The Rainbow Fish Smiley Shark The shark in the dark Tiddler Sharing a shell The snail and the whale Bugs -Non-Fiction The mixed up chameleon The bad tempered ladybird The very hungry caterpillar		In the Wild Dear Zoo Handa's Surprise The selfish crocodile Elmer Monkey Puzzle 64 Zoo Lane Harry and his bucket full of dinosaurs Dinosaurs roar Dinosaurs galore Dinosaurs love underpants.

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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	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 use of objects.						
	Speaking	Responding to simple 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 Scaffold children's talk about their learning and experiences -model complex sentences, asking questions.						
	Understanding							
Personal, Social and Emotional	Self Regulation	Adults to scaffold and model friendly behavior, take turns and share, resolving conflicts particularly during Chil time. Developing a 'can do' attitude/resilience.						
	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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<b>Physical Development</b>	<p><b>Small/ Fine Motor Skills</b></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><b>Gross Motor Skills</b></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>
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	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	
	<b>Gymnastics</b>		Sports Day				→
	<b>TO TAKE PART IN SPORTS DAY ACTIVITIES</b>						

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<b>Literacy</b>	<b>Phonics</b>	<p style="color: blue;">Develop their phonological awareness: spot and suggest rhyme, Count or clap syllables in a word</p> <p>Letter s and Sounds :  <span style="color: blue;">Phase 1 and beginning sounds from phase 2</span></p> <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>
	<b>Reading and writing</b>	<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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<b>Mathematics</b>	<b>Essentials for counting - HERTS CC</b>	<p>Essential foundations for counting - Pattern &amp; 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"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• 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'.</li> </ul>
	<b>Additional possible Maths Busy fingers CIL</b>	<p>Pictogram for whose Pet?</p> <p>Maths morning - Parents invited in</p> <p>Days of the week song</p> <p>Use positional language - sports day</p>

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Understanding the World	People, Cultures and Communities	What Pet do you have at home - talk about what the children do to care for their Pets. What do Pets need - do all Pets need the same?	Difference and similarities of different Pets - look at what Pets are kept in different countries - why do they think there are different pets in some countries?	Life Cycles - talk about life cycles of a frog/butterfly/Chicken.	Comparing different species that live under the sea.	Minibeast hunt outside - creating a minibeast garden area.	Look at different habitats where different wild animals live. Jungle, savannah, rainforest.	Identifying dinosaurs - talking about extinction - fossils Dinosaur dig Sand, bones Knebworth house - dinosaur trail.
	The natural World	Ongoing observations of the changing natural environment and seasons						
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Expressive Arts and Design	<b>Creating with Materials</b>	<p>Paint a picture of their pet or a family/Friend pet.</p>	<p>Make goldfish for our hanging goldfish bowl on the window.</p> <p>Fathers day cards - children to paint hand yellow and make it like a trophy.</p>	<p>Make cow and sheep for display. Start to work on animals from Dear Zoo for classroom display.</p>		 <p style="text-align: center;"><b>BUG FOSSILS</b> <i>Play Dough Insects</i></p>	<p>ZOO ANIMAL CRAFTS PRESCHOOLERS WILL LOVE</p> <p>Dear Zoo class display</p>	
	<b>Being Imaginative and Expressive</b>	<p><b>Ongoing - Summer Art</b></p> <p>Printing, painting pictures of flowers/leaves in our environment</p> <p>Flower pressing</p>						