

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 <i>All creatures great and small</i> | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|--|---|---|---|--|--|------------------------|
| Focus: | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs |
| 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 Postponed Train Trip | Healthy Eating week FATHERS DAY | Sports Day | | | Eid-al-Adha (10.7.22) Transition day Parent Assembly | |
| Opportunities for Exploring Diversity: | Looking at different cultures - what animals/pets do people keep in different countries and for what purpose - goats/cow? Looking at hot/cold climates and what animals are suited for different environments. | | | | | | |
| Books | I want a pet <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 A squash and a squeeze I'm thinking of a pet <i>Handa's Hen</i> | Farm - Non- Fiction On the Farm Noisy Farm Who's ion the shed? Farmer Duck Old MacDonald had a farm | Sea Life - Non- Fiction 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 | Zoo - Non-Fiction In the Wild - Non-Fiction Reptiles - Non- Fiction Dear Zoo <i>Handa's Surprise</i> The selfish crocodile Elmer Monkey Puzzle 64 Zoo Lane | Harry and his bucket full of dinosaurs Dinosaurs roar Dinosaurs galore Dinosaurs love underpants | |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--------------------------------------|---|--------|--------|--------|--------|----------|---------------------|
| <i>All creatures great and small</i> | | | | | | | |
| Focus: | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs |
| Communication and language | <p>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</p> <p>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</p> <p>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</p> <p>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</p> | | | | | | |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---------------------------------------|---|--|--|--|--|--|---|
| <i>All creatures great and small</i> | | | | | | | |
| Focus: | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs |
| Personal, Social and Emotional | Self Regulation Building Relationships Managing Self | <p>Reinforcing rules for using resources and areas during <i>CIL</i> - 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 <i>Chil</i> time. 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: Changing Me | To name parts of the body | To talk about some things I can do and the foods I can eat to stay healthy | To understand that we all grow from babies to adults | To express how I feel about moving to Year 1 | To talk about my worries and/or the things I am looking forward to about being in Year 1 | To share my memories of the best bits of this year in Reception |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 <i>All creatures great and small</i> | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|--|---|--------|--------|--------|----------|---------------------|
| Focus: | | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs |
| 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 | | | | | | | |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| | | | | | | | |
|--|---|----------------------------|----------------------------|----------------------------|--|------------------------------|------------------------------|
| See Get Set 4 PE discrete PE Planning Sports Day Skills | Stamina - lap of the field | Stamina - lap of the field | Stamina - lap of the field | Stamina - lap of the field | Stamina - lap of the field | Stamina - lap of the field | Stamina - lap of the field |
| | Flat races - timed | Egg and spoon race | Ladders/hurdles race | Obstacle Course | Throwing and catching with a partner (bean bags and different sized balls) | Control with a tennis racket | Control with a tennis racket |
| | 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> | | | | | | |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 <i>All creatures great and small</i> | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|--|--|---|--|--|---|---|
| Focus: | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs |
| Literacy | Letter formation and handwriting skills | | | | | | |
| | Phonics Letters and Sounds: Phase 2, 3 and 4 | Revisit Phase 2 graphemes | 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> | | | | | | |
| | Reading | I want a pet <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 A squash and a squeeze I'm thinking of a pet <i>Handa's Hen</i> | Farm - Non-Fiction On the Farm Noisy Farm Who's ion the shed? Farmer Duck Old MacDonald had a farm | Sea Life - Non-Fiction 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 | Zoo - Non-Fiction In the Wild - Non-Fiction Reptiles - Non-Fiction Dear Zoo <i>Handa's Surprise</i> The selfish crocodile Elmer Monkey Puzzle 64 Zoo Lane | Harry and his bucket full of dinosaurs Dinosaurs roar Dinosaurs galore Dinosaurs love underpants |
| | Literacy Focus: The Great Pet Sale | Literacy Focus: <i>Handa's Hen</i> | Literacy Focus: Who's in the shed? | Literacy Focus: The Rainbow Fish | | Literacy Focus: Walking through the jungle | |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 <i>All creatures great and small</i> | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|--|---------------------------------------|--|--|--|--|--|
| Focus: | | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs |
| Literacy | Writing | Literacy Focus: The Great Pet Sale | Literacy Focus: Handa's Hen | Literacy Focus: Who's in the shed? | Literacy Focus: The Rainbow Fish | Literacy Focus: Non-Fiction writing about different 'bugs' | Literacy Focus: Walking through the jungle | Literacy Focus: Non-Fiction writing about our trip or Dinosaur Facts |
| | Ongoing writing opportunities within the Role Play Area and Graphics Area | Let's Write: What would you buy from the Great Pet Sale? | | | | | | |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 <i>All creatures great and small</i> | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
|---|-------------------------------------|---|---|--------|--|--------|--|---------------------|--|
| Focus: | | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs | |
| Mathematics | Herts Reception Essentials Planning | <p>RLS 13 - Ten and some more Have a deep understanding of numbers to 10 and begin to count confidently beyond ten, recognising patterns in the counting system</p> <p>Step 1: Relating the numbers zero - ten to benchmarks of 0, 5 and 10 Step 2: Finding ten - creating the unit of ten Step 3: Making ten and some more Step 4: Making ten and some more and writing them in digits Step 5: Naming ten and some more Step 6: Matching ten and some more, the number names and the number in digits Step 7: Finding one more / one less than a given number</p> | | | <p>RLS 14 - Doubling and Halving Explore and represent patterns within numbers up to 10, including doubling and halving</p> <p>Step 1: Learning to identify equal and unequal groups Step 2: Identify doubles and halves (including the context of pattern) Step 3: Explore the relationship between doubles and halves Step 4: Establish part, whole understanding where the parts are equal</p> | | <p>RLS 15 - Odd and Even To begin to understand the reasons why numbers and quantities can be described as odd or even</p> <p>Step 1: Identify and recognise odd and even quantities by sharing into two groups Step 2: Recognise odd and even attributes in mathematical models Step 3: Explore the numerical pattern further in consecutive sequences of number</p> | | |
| | | <p>Week 1: Consolidate RLS12 from Summer 1: RLS12 - Finding the whole and missing parts Through a deep understanding of numbers to 10, have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts</p> <p>Step 3: Subitising the missing part Step 4: Missing part - how many more? Step 5: Missing part - how many left? Step 6: Missing part - finding the difference</p> | <p>Week 5 - 7: RLS 16 - Counting Beyond 20 Have a deep understanding of numbers to 20 and beyond and to count confidently and continue to recognise patterns in the counting system</p> <p>Step 1: Using counting to identify amounts Step 2: Using counting to compare quantities and find a precise difference Step 3: Maintaining an understanding of number magnitude with numbers beyond 20 Step 4: Understanding that the pattern in consecutive numbers continues, using one more and one less Step 5: Regrouping to find the parts and the whole in numbers beyond 20 Step 6: Understanding the special grouping that organises collections into groups of ten</p> | | | | | | |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 <i>All creatures great and small</i> | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|--|---|---|--|--|---|--|---------------------|
| Focus: | | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs |
| Understanding the World | People, Cultures and Communities The natural World | Ongoing observations of the changing natural environment and seasons | | | | | | |
| | | Be aware that some animals live with humans. Compare similarities and differences between pets. What do they need? Where do they sleep? What do they play with? What do they eat? Etc Use children's pets and firsthand stimulus. | Compare similarities and differences between farm animals. What do they need? Where do they sleep? What do they eat? Etc Simple City (ICT) The Little Red Hen - making bread Animals and their young - What is made from milk? Observe change by making butter and tasting. | Compare similarities and differences between sea creatures. Mammals, Fish, crustaceans, reptiles, coral Blue Planet https://www.bbc.co.uk/programmes/p0722ql7/clips | Habitats for minibeasts in our garden | Revisit - Noah's Ark Religious story Compare similarities and differences between wild animals. Look at the different habitats: Jungle, rainforest, plains What do they need? Where do they sleep? What do they eat? Etc Camouflage Role of a zoo | Naming and comparing different Dinosaurs http://www.nhm.ac.uk/kids-only/dinosaurs/ When were they on Earth? Why are they extinct? Footprint biscuits  | |
| | Technology | Ongoing use of technological toys and devices | | | | | | |
| | Purple Mash - Simple City: The Vets <i>Using the mouse</i> to create a scene for pets | Purple Mash - Paint project - Farm (<i>Using the mouse</i>) | Purple Mash - Paint project - Sea Creature (<i>Using the mouse</i>) | Purple Mash - Paint project - Minibeast (<i>Using the mouse</i>) | Purple Mash - Simple City: The Zoo <i>Using the mouse</i> to create a scene for the zoo | Purple Mash - complete the... paint projects and pairs game (<i>Using the mouse</i>) | | |

Early Years Foundation Stage Medium Term Plan Reception Cycle B Summer 1

| Theme: Summer 2 2022 <i>All creatures great and small</i> | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|--|--|--|---|--|---|---|---|
| Focus: | | Pets | Pets | Farm | Sea | Bugs | Wild/Zoo | Extinct - Dinosaurs |
| Expressive Arts and Design | Creating with Materials | Stained glass window fish bowls  | Bird Cages  Drawings/ paintings of their own pets Father's Day Card | Lolly Stick farm animals   3D junk modelling | Weaving turtles  | Pattern and camouflage 3D junk modelling Symmetry - butterflies and Ladybirds | Pom Pom/block printing Elmer Paper plate animals | Dinosaurs: Split pin dinosaurs Dinosaur footprints from plaster of Paris http://mykidcraft.com/plaster-cast-dinosaur-footprints/ Dinosaur hats Dinosaurs from hand/footprints |
| | Being Imaginative and Expressive | Ongoing - Summer Art Printing, painting pictures of flowers in our environment | | | | | | |
| | | Role Play/Small world ideas: | | | | | | |
| | | Pet Shop | | | Small World - Under the sea | | Small World - The Zoo | |
| | Music: (Music Express online) Animals Sounds Songs | | | | | | | |
| | There was an old lady who swallowed a fly | I Have a pet (Song) https://www.youtube.com/watch?v=pWepfJ-8XU0 | A Squash and a Squeeze Old MacDonald had a Farm | Under the Sea | Amazing African Animals Walking through the Jungle Jungle Boogie Woogie | Do you see dinosaurs? | | |