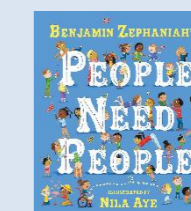




Medium Term Plan- EYFS- Summer 2

Class Reading opportunities:
 Minibeasts non-fiction
 Feel brave stories
 Non-fiction religions
 Seasons books

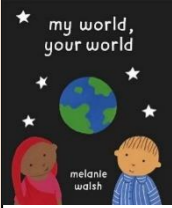
- Enrichment opportunities:
- Visit class tree/seasonal change
- CBeebies down on the farm
- First festivals
- Let us celebrate
- Maddy don't you know
- Tell me why
- RE DVD festivals
- Wild isles -David Attenborough clips
- Country Park trip
- People Who help us visits Police / Paramedics / Dentist / Fire service

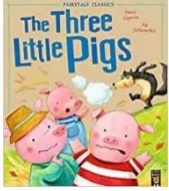
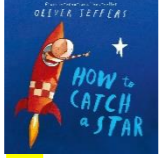
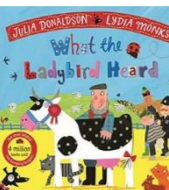
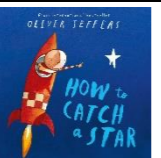


FHIS Value Driver-Honesty and Concentrating - Mutual respect and beliefs of different faiths and beliefs

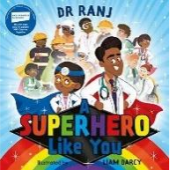
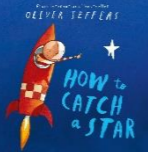
Weeks	English/ Reading Spine	Reading	Writing Spelling	Number/SSM MM	History	Science	Geography	RE	Computing MM	Art/DT/Music GH	P.E/gross and fine motor	PSHE/Values MM
	LITERACY/CL Role play (linked to reading spine) Home corner			MATHS						EAD	PD	
Week 1 3 rd -7 th June	 Book Hook By Vivian French Selected story time texts: Ketchup on your cornflakes Supertato by Sue Hendra Oliver's Fruit Salad/Oliver's milkshake by Vivian French	End of Summer 2 Green / Purple Storybook Aim for children to assess at Purple by end of year End of Summer 2 RWI Expectations: Read Green Storybooks Read first 6 Set 2 sounds / 41 sounds (first 6 Set 2 sounds) RWI Daily story times Access to books for home reading for pleasure	CM Grammar Bag: Linked to topic / book hook. Focus on special friends / fist 6 Set 2 sounds & tricky words. 5 x Daily I need sleep to stay healthy. I need to eat good food. I need to clean my teeth. I need to drink water. I can run to stay healthy. Drawing club	Re-cap gaps Addition and subtraction Inverse relationships I can recall number bonds up to 5 and some to 10 4 I can match subtraction facts with number bonds 5 I can recall some double facts within 10	NW PSED / Science: Re-visit Healthy Bodies / Healthy Minds. Session One: Review with the children from last terms PSHE focus what do we need to stay happy healthy? Reflect on what our bodies need and what our minds need? Talk about appropriate 'screen time'. (483) How to Stay Happy & Healthy with Dr Ranj I Get Well Soon - YouTube What do humans need to stay healthy? - BBC Bitesize Song- https://youtu.be/5dR22hbln6w PSED / PD / Science: Session 2: Sleep routine / brushing our teeth / keeping ourselves safe Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene				Coding- explain that when we give instructions to a computer or beebot its called coding.	Music- charanga reflect, rewind, replay Musical learning focus:- Listen and Appraise, Continue to embed the foundations of the interrelated dimensions of music using voices and instruments, Sing and revisit nursery rhymes and action songs DT input- recap- fixing and joining Recap learning from Autumn 1 (structures) on fixing and joining with glue/tapes. Introduce joining items in other ways, hole punches, string, treasury tags, ribbon	Real Gym Handwriting sessions Varied outside challenges-see progression sheet	Mantras/ protective behaviors Sunshine circles Feel brave website Learning line Learning partners Scarf - Rights and Respects I. Looking after special people



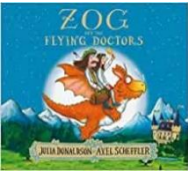
			Evil Pea's Big Freeze! Full Episode! Supertato Official (youtube.com)				EP- junk modelling using tapes and glue ART CP/EP- recap- drawing- adding detail- black pens- fingers, ears, hair styles etc		
Week 2 10 th - 14 th June Sunday 16 th June Father's Day Start assessment document with the more able	Book Hook  by Melanie Walsh Selected story time texts The Proudest Blue by Ibtihaj Muhammad & S. K. Ali Amazing Grace	End of Summer 2 Green / Purple Storybook Aim for children to assess at Purple by end of year End of Summer 2 RWI Expectations: Read Green Storybooks Read first 6 Set 2 sounds / 41 sounds (first 6 Set 2 sounds) RWI Daily story times Access to books for home reading for pleasure	CM Grammar Bag: Linked to topic / book hook. Focus on special friends / fist 6 Set 2 sounds & tricky words. 5 x Daily	Recap any areas that need revisiting I can show patterns in numbers to 10 I can talk about odd and even numbers I can say double facts I can share equally	CM RE: Review the faiths we have already looked at Christianity / Islam / Hinduism / Judaism. What Celebrations have we learnt about / What are some of the customs Review what we already know. Look at places of worship and special texts /books. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW. PC&C.ELG I know that there are places of worship near to where I live. I know that there are different places of worship. I can name different religious places of worship. I can name the Church, chapel and the Mandir. I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship. I know and can talk about things that I believe. I know that there are differences in what people believe. I am developing a positive attitude in understanding about the differences between people. I can show a positive attitude in talking about and explaining the differences between people. I can comment on the differences between people's beliefs and how they celebrate and live their lives. I can talk about the main festivals of a religion.	Problem solving- present the children with a problem such as getting a toy from one side of the room to the other can be solved by giving instructions to follow a specific path	Music- charanga reflect, rewind, replay Musical learning focus:- Listen and Appraise, Continue to embed the foundations of the interrelated dimensions of music using voices and instruments, Sing and revisit nursery rhymes and action songs DT input- fixing and joining- Use techniques such as flanges, slots, braces, taps and ties, with some support. EP- fathers day cards- joining items in other ways, hole punches, string, treasury tags, ribbon ART CP/EP- recap- draw from observation by making careful study and include features and	Real Gym Handwriting sessions Varied outside challenges -see progression sheet	Mantras protective behaviours Sunshine circles Feel brave website Learning line Learning partners Scarfs - Rights and Respects 2. Looking after my friends.

							details in the pictures.		
<p>Week 3 17th-21st June</p>	<p>Book Hook</p>  <p>Selected story time texts Billy's Bucket Clean Up! by Nathan Bryon</p>	<p>End of Summer 2 Green / Purple Storybook</p> <p>Aim for children to assess at Purple by end of year</p> <p>End of Summer 2 RWI Expectations: Read Green Storybooks Read first 6 Set 2 sounds / 41 sounds (first 6 Set 2 sounds)</p> <p>RWI Daily story times Access to books for home reading for pleasure</p>	 <p>HH Cycle One JC How to Catch a Star</p>	<p>Recap Numbers to 20 I can compare quantities using greater/ more than, fewer/ less than, the same/ equal</p>	<p>NW One extended topic session Science Investigation: Investigate will it sink or float. Whole class activity children predict which objects will float or sink. Children investigate. https://youtu.be/f_hcTtbpaQM</p> <p>How things work and why. Testing materials. Magnets, floating and sinking. Classification of materials and their uses BBC iPlayer - Maddies Do You Know? - Series 1: 21. Magnets and Teddy Bears 0 to 6.40</p> <p>I can explore 'non-contact' forces such as gravity. I can ask and answer 'how' and 'why' questions, such as how things happened and how things work. I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.</p> <p>EP: Review Materials: How to sort into groups / materials to build with. I can explore which material I will use to build the little pig's house.</p> <p>I can talk about materials. (Collections of the same materials, e.g., shells, leaves) I can talk about what I can see. I can explore collections of different materials with similar and different properties. I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support. I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric. I can use language to describe common features of materials, e.g. colour, texture, size.</p> <p>I can describe and make comparisons between materials. I can talk about the changes to materials that I notice. I can experiment with making changes to materials. I choose how I can classify objects according to their properties. How things work and why. Magnets, flowers, floating and sinking. Testing materials.</p>	<p>Teach the importance of following a sequence or pattern in coding by using a hands on activity such as arranging coloured blocks in a specific order</p>	<p>Music- charanga reflect, rewind, replay Musical learning focus:- Listen and Appraise, Continue to embed the foundations of the interrelated dimensions of music using voices and instruments, Sing and revisit nursery rhymes and action songs</p> <p>DT input- Join items using hammers and nails.</p> <p>EP- Use techniques such as flanges, slots, braces, taps and ties, with some support</p> <p>ART CP/EP- sewing- hessian, string/ribbons and plastic needles</p>	<p>Real Gym</p> <p>Handwriting sessions</p> <p>Varied outside challenges -see progression sheet</p>	<p>Mantras/ protective behaviours</p> <p>Sunshine circles</p> <p>Feel brave website</p> <p>Learning line</p> <p>Learning partners</p> <p>Scarf - Rights and Respects</p> <p>3. being helpful at home and caring for our classroom.</p>
<p>Week 4 24th-28th June AF 27th Mini-Meadows Trip 30th Data due to County FHI 28th Sports Day</p>	<p>Book Hook-</p>  <p>Selected story time texts-</p>	<p>End of Summer 2 Green / Purple Storybook</p> <p>Aim for children to assess at Purple by end of year</p> <p>End of Summer 2 RWI Expectations: Read Green Storybooks Read first 6</p>	 <p>Cycle Two JC How to Catch a Star</p>	<p>Sorting unit 20 Numerical patterns ELG compare quantities up to 10 in different contexts, recognising when one</p>	<p>CM UW / Science: Farm Visit: Prepare for school trip to Mini-Meadows farm. Re-visit what we already know about Chick Life Cycle and our previous learning about Habitats. Look at what animals we will see on our visit. Look at how they change baby - adult. What do they eat? What do they need to stay healthy and happy. Who looks after them?</p> <p>I can name some animals correctly. I can use simple language to describe animals. I can examine animals to find out more about them. I use my senses to explore. I can use the correct basic scientific vocabulary to describe parts of animals. I can explain a simple lifecycle, E.g., butterfly, chicks, or frogs. I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats. I make close observations of animals in the natural world. I make</p>	<p>Discuss how to use technology safely and respectfully - using age appropriate books- Smartie the penguin</p>	<p>Music- charanga reflect, rewind, replay Musical learning focus:- Listen and Appraise, Continue to embed the foundations of the interrelated dimensions of music using voices and instruments, Sing and</p>	<p>Real Gym</p> <p>Handwriting sessions</p> <p>Varied outside challenges -see progression sheet</p>	<p>Mantras/ protective behaviours</p> <p>Sunshine circles</p> <p>Feel brave website</p> <p>Learning line</p>



	<p>Farmer Duck Farmyard Hullabaloo! The Pig in the Pond</p>	<p>Set 2 sounds / 41 sounds (first 6 Set 2 sounds)</p> <p>RWI Daily story times Access to books for home reading for pleasure</p>		<p>quantity is greater than, less than or the same as the other quantity. Group work- next steps/keep up groups</p>	<p>comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles. I understand how animals grow and change. UTW.TNW.E L GOAL. I can explore animals in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.</p>		<p>revisit nursery rhymes and action songs</p> <p>DT input- Use split pins to join 2 materials together allowing the parts to move Explain how their work moves</p> <p>EP- Join items using hammers and nails.</p> <p>ART CP/EP- clay- rolling, pinching, twisting, cutting. Make something and give meaning to it</p>		<p>Learning partners</p> <p>Scarf – Rights and Respects</p> <p>4.caring for our world.</p>
<p>Week 5 1st - 5th July FHIS open school Mon 1st FHIS Induction evening 2nd</p> <p>AF 3rd July Deadline report proof reading</p> <p>FHI 4th July Mini-Meadows Trip</p> <p>FHI 5th Sports Day</p> <p>5th Data Sheet complete &</p>	<p>Book Hook</p>  <p>Selected story time texts</p> <p>You Can't Call an Elephant in an Emergency Topsy & Tim meet the Firefighters</p>	<p>End of Summer 2 Green / Purple Storybook</p> <p>Aim for children to assess at Purple by end of year</p> <p>End of Summer 2 RWI Expectations: Read Green Storybooks Read first 6 Set 2 sounds / 41 sounds (first 6 Set 2 sounds)</p> <p>RWI Daily story times Access to books for home reading for pleasure</p>	 <p>Cycle Three JC How to Catch a Star</p>	<p>Shapes [composing and decomposing shapes] Unit 17 Select, rotate and manipulate shapes in order to develop spatial reasoning. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>CM UW / History People Who Help Us: Cross Curricular Links This weeks focus: People who help keep us safe. do they help us? How have they changed from the past? Police Visit (Use VOCAB Past / Present / Future)</p> <p>Show interest in different occupations. To develop positive attitudes about the differences between people.</p>		<p>Music- charanga reflect, rewind, replay Musical learning focus:- Listen and Appraise, Continue to embed the foundations of the interrelated dimensions of music using voices and instruments, Sing and revisit nursery rhymes and action songs</p> <p>DT input- toys-moving EP- Use split pins to join 2 materials together allowing the parts to move Explain how their work moves</p>	<p>Real Gym</p> <p>Handwriting sessions</p> <p>Varied outside challenges -see progression sheet</p>	<p>Mantras</p> <p>protective behaviours</p> <p>Sunshine circles</p> <p>Feel brave website</p> <p>Learning line</p> <p>Learning partners</p> <p>Scarf – Rights and Respects</p> <p>5. looking after money [1] recognising, spending, using</p>



Data complete on I track				Group work- next steps/keep up groups					ART CP/EP- scissor skills- straight, curvy, circles, squares and more complex shapes such as people		
<p>Week 6 8th- 12th July</p> <p>RWI Assessments complete</p> <p>FHI Reports go home</p> <p>AF 9th July EYFS New Parents Meeting</p> <p>AF HH to have read reports</p> <p>AF 12th July Report out to parents</p> <p>12th Data Sheet due to InMAT</p>	<p>Book Hook</p>  <p>Selected Storytime texts Ness the Nurse Alan's Big Scary teeth</p>	<p>End of Summer 2 Green / Purple Storybook</p> <p>Aim for children to assess at Purple by end of year</p> <p>End of Summer 2 RWI Expectations: Read Green Storybooks Read first 6 Set 2 sounds / 41 sounds (first 6 Set 2 sounds)</p> <p>RWI Daily story times Access to books for home reading for pleasure</p>	<p>CM Grammar Bag:</p> <p>Linked to topic / book hook.</p> <p>Focus on special friends / fist 6 Set 2 sounds & tricky words.</p> <p>5 x Daily</p>	<p>Measure [volume and capacity] Unit 18 ELG numerical patterns- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as other quantity.</p>	<p>People Who Help Us: Cross Curricular Links Looking at people who help us How do they help us? How have they changed from the past? Focus on Hospital Doctors/Dentist</p> <p>Dentist visit.</p>				<p>Music- charanga reflect, rewind, replay Musical learning focus:- Listen and Appraise, Continue to embed the foundations of the interrelated dimensions of music using voices and instruments, Sing and revisit nursery rhymes and action songs</p> <p>No DT input EP- moving toys to explore and investigate.</p>	<p>Real Gym</p> <p>Handwriting sessions</p> <p>Varied outside challenges -see progression sheet</p>	<p>Mantras</p> <p>protective behaviours</p> <p>Sunshine circles</p> <p>Feel brave website</p> <p>Learning line</p> <p>Learning partners</p> <p>Scarf - Rights and Respects</p> <p>6. looking after money [2] saving money and keeping it safe</p>
<p>Week 7 15th-29th July</p> <p>Transition week- FHIS FHI 19th Country Park Trip</p>		<p>Transition Week</p>		<p>Time unit 20 Past & present ELG know some similarities and differences between things in the past and now, drawing on their experiences and what has</p>					<p>Music- charanga reflect, rewind, replay Musical learning focus:- Listen and Appraise, Continue to embed the foundations of the interrelated dimensions of music using voices and instruments, Sing and</p>		<p>Sunshine circles</p>

