

The Ellis CE Primary School
Early Years Foundation Stage Medium Term Planning

By DG/TP

| Focus: Journeys | Term: Summer 2 2022 | Class: FS1/FS2 |
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| Main themes/ focus (linked to general development) | | |
| <ul style="list-style-type: none">• All children to work on their independence skills Inc. shoes, coats, bags etc.• All children to continue to work on personal hygiene – including hand washing and using the toilet appropriately.• All children to continue to sing rhymes and songs.• Listen to and join in with rhyming stories with repetitive text (refrain).• All children to learn rhymes from Poetry basket based on Summer.• All children to access mark-making in their writing books on a weekly basis and child initiated opportunities.• In F1 children will be focusing on exploring mark-making at an early stage (e.g. experimental marks such lines and circles) with the intention of developing their ability to write their name. Adults will encourage children to ascribe meaning to the marks they make.• In F2, the children will continue to apply their phonic knowledge from RWI to support their early writing skills. They will consolidate their understanding of how to formulate and write simple sentences and begin to develop some independence when writing.• All children to access Dough Disco activities to develop their fine motor control.• All children to access large paper & pens (BEFT Project) to develop fine motor skills linked to writing.• All children to access Funky Fingers activities to help develop their fine motor control.• All children to access loose parts to help develop thinking, concentration, visualisation and motor skills.• All children will continue to develop their understanding of the current season of Spring and the changes that this brings.• All children to continue to listen to and read their class top 10 books.• All children to listen to stories for pleasure throughout each day.• F1 children to access regular talk time activities throughout the week.• Identified F2 children will access the Nuffield Language programme to develop their expressive and receptive language.• F1 will continue developing knowledge and understanding of environmental sounds as a precursor to Read Write Inc. They will also begin to develop their auditory discrimination skills by learning to identify rhyming words and continue simple rhyming string. They will be moving onto initial sounds and oral blending and segmenting when appropriate.• All children will access Set 2 Sounds according their phonic development. A small number of children still need to work on digraphs from Set 1 and Word Time 1-7.• F1 to continue to develop everyday maths language linked to number nursery rhymes and incidental maths language through small group work and access to provision in the environment. Children will be accessing small group activities to develop their understanding of numbers 0 to 5. They will begin to match numerals 1 to 5 to a corresponding amount.• F2 –all children will continue to develop their understanding of numbers up to 10 and the relationships between each number. Children will learn the composition of numbers and access provision linked to key concepts through their environment. They will also learn to recall doubles up to 5 and pairs of numbers that make 10. Children who are working below expected level will access small group work activities.• In Shape, Space and Measures, Nursery children will begin to recognise, match and name simple 2D shapes. In Reception, the children will be learning and exploring the properties of 2D shapes using mathematical language to describe their features. They will also be exploring repeating patterns. Children in Reception will also learn about money (how to find totals) and how to read o'clock times on analogue clocks.• All children will continue to develop their gross motor skills through access to the provision and outdoor environment.• Children will investigate different materials and their properties.• Further develop observational drawing skills.• Begin to design and build familiar structures using two and three dimensional shapes. | | |

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Suggested ideas:

Starting point – begin by starting to look at the differences between town and country – make links to Hemingfield and Barnsley town centre.

Look at different modes of travel e.g. how children travel to and from school.

Move on to talk about how children travel to different places e.g. day trips and holiday destinations

Recap road safety and travelling safely

Map making including story maps e.g. The Gingerbread Man, Little Red Riding Hood, We're going on a bear hunt, The Train Ride

Life-cycle (change over time/passing of time)

Journey of the butterfly

Changes – including transition

Suggested texts:

The Gingerbread Man

Little Red Riding Hood

We're going on a bear hunt,

The Train Ride

The Snail and the Whale

Rosie's Walk (prepositions)

Life-cycles – The Very Hungry Caterpillar, The Tiny Seed

| Communication & Language | Personal, Social & Emotional | Physical Development |
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| <p>Listen to other people's talk with interest.</p> <p>Start to develop conversation</p> <p>Develop pretend play</p> <p>Listen to simple stories and understand what is happening with the help of pictures</p> <p>Understand simple questions about who, what & where.</p> <p>Listen to longer stories and can remember much of what is happening</p> <p>Use a wider range of vocabulary</p> <p>Understand a question or instruction with 2 parts.</p> <p>Understand why questions</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books, be able to tell a long story.</p> <p>Develop their communication</p> <p>Develop their pronunciation.</p> <p>Use longer sentences</p> <p>Be able to express their point of view.</p> <p>Start a conversation and continue for many turns.</p> <p>Use talk to organise themselves & their play.</p> <p>Begin to understand how to listen carefully and begin to understand why listening is important.</p> | <p>Express preferences and decisions.</p> <p>Engage with others.</p> <p>Thrive as they develop self-assurance.</p> <p>Play with increasing confidence.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence.</p> <p>Begin to show effortless control (take turns)</p> <p>Notice & ask questions about differences.</p> <p>Develop friendships with others.</p> <p>Talk about their emotions.</p> <p>Select & use activities & resources.</p> <p>Develop their sense of responsibility.</p> <p>Become more outgoing.</p> <p>Show confidence in social situations.</p> <p>Play with other children.</p> <p>Find solutions to conflict.</p> <p>Increasingly follow rules.</p> <p>Talk with others to solve conflict.</p> <p>Talk about their feelings.</p> <p>Understand how others might feel.</p> <p>See themselves as valuable individuals.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Express their feelings and consider the feelings of others.</p> | <p>Gain control of their body through practice of large movements.</p> <p>Clap & stamp to music.</p> <p>Start to throw and catch & kick a ball.</p> <p>Build independently with resources.</p> <p>Walk, run, jump & climb.</p> <p>Spin, roll, use ropes and swings.</p> <p>Use a scooter or trike.</p> <p>Develop manipulation & control.</p> <p>Explore different materials & tools.</p> <p>Use large & small motor skills to do things independently.</p> <p>Show a desire to be independent.</p> <p>Continue to develop their movements & balance.</p> <p>Go up steps and stairs.</p> <p>Skip, hop, stand on 1 leg.</p> <p>Use large muscle movements.</p> <p>Start taking part in group activities.</p> <p>Be able to use and remember sequence when dancing.</p> <p>Choose the right resources to carry out a plan.</p> <p>Collaborate with others to manage large items.</p> <p>Use 1 handed tools & equipment.</p> <p>Use a comfortable grip with good control when mark-making.</p> <p>Show a preference for a dominant hand.</p> <p>Revise the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - running - hopping - skipping |

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| <p>Learn new vocabulary linked to the topic, stories they hear and experiences they have. Begin to use new vocabulary each day. Begin to understand 'how' and 'why' questions. Listen to and talk about stories to build up familiarity and understanding. Begin to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Engage with non-fiction texts and show an understanding that information can be gained from these texts. Talk more extensively about things that interest them. Begin to articulate their thoughts and ideas in full sentences. Begin to use more complex sentences using words like because.</p> | <p>Begin to show perseverance and resilience when trying a new activity. 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</p> | <p>- jumping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace. 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. Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Manipulate tools in one hand to begin to effect change to a given material (such as scissors, paint brush, simple playdough tools) Show a dominant hand Begins to use anti-clockwise movements and retrace vertical lines Begins to form some letters correctly.</p> |
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| Literacy | Mathematical Development |
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| <p>Enjoy songs & rhymes, tuning in & paying attention. Join in with songs & rhymes. Say some of the words in songs & rhymes. Copy finger movements. Sing songs & rhymes independently. Enjoy sharing books. Pay attention & respond to pictures. Have favourite books. Repeat words & phrases from familiar books. Ask questions about a book. Develop play around stories. Notice some familiar print. Enjoy drawing freely. Add some marks to their drawings. Make marks on paper which stand for their name. Understand print has meaning, print can have different purposes, we read English text from left to right top to bottom, the names of different parts of books, page sequencing. Develop phonological awareness, spot rhyme, and count & clap syllables, recognise words with same initial sounds. Engage in extended conversations. Use some print & letter knowledge in early writing. Write some or all of their name. Write some letters accurately. Read individual words by saying the sounds for them. Begin to recognise written names of peers, siblings or family members. Hears and says the initial sounds in words. Enjoys an increasing range of books Uses vocabulary that is increasingly influenced by books. Begin to describe a main character or event.</p> | <p>Take part in finger rhymes. React to changes in amount. Compare amount saying lots, more, same. Develop counting like behaviours. Count in everyday situations. Build with a range of resources. Complete inset puzzles. Compare size & weight. Notice patterns and arrange things in patterns. Develop fast recognition of up to 3 objects. Recite numbers past 5. Say 1 number for each item in order. Know that the last number reached when counting tells you how many in total. Show finger numbers up to 5. Link numerals & amount. Experiment with symbols & marks. Solve real mathematical problems. Compare quantity using language more and fewer than. Talk & explore 2d and 3d shapes. Understand position. Describe a familiar route. Discuss routes & location.</p> <p>Make comparison relating to size, length, weight, capacity. Select shapes appropriately. Combine shapes to make new ones. Talk about & identify patterns around them. Extend & create patterns. Notice & correct repeating patterns. Begin to describe a sequence of events.</p> |

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| <p>Begin to recall and discuss information or stories that have been read to them.</p> <p>Begin to segment and blend the sounds in simple words.</p> <p>Begin to read some high frequency (common exception) words linked to RWI such as I, to, the, no, go etc.</p> <p>Segment the sounds in simple (CVC) words when spelling/ writing words.</p> <p>Give meaning to the marks they make as they draw, write and paint.</p> <p>Begin to break the flow of speech into words and begin to identify the initial sounds in familiar words. Begin to segment the sounds in simple words (including CVC words).</p> <p>Use their developing phonic knowledge to write simple labels and captions with support.</p> <p>Begins to form some letters correctly.</p> | <p>Recite numbers in order up to 10.</p> <p>Count up to 5 objects, actions and sounds.</p> <p>Use their fingers to represent amounts up to 5; begin to represent amounts up to 10</p> <p>Link the number symbol (numeral) with its cardinal value up to 5.</p> <p>Begin to understand the one more/1 less relationship between consecutive numbers up to 5.</p> <p>Use mathematical vocabulary to name and use everyday words to describe their simple properties.</p> <p>Begin to compose shapes so that they understand that shapes can be made up of other shapes (just like numbers can)</p> <p>Copy a simple repeating pattern.</p> <p>In meaningful contexts, find the longest/shortest, heaviest/lightest, more/less full/empty of at least 2 or more items.</p> |
| <p style="text-align: center;">Understanding the world</p> <p>Repeat actions.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials indoors & outdoors.</p> <p>Make connections between features of their family & other families.</p> <p>Notice differences in people.</p> <p>Use all of their senses to explore.</p> <p>Explore collections of materials with similar & different properties.</p> <p>Talk about what they see.</p> <p>Begin to make sense of their own life story & history.</p> <p>Show an interest in different occupations.</p> <p>Explore how things work.</p> <p>Understand key sequence of life cycle.</p> <p>Begin to understand & respect their environment & living things.</p> <p>Explore & talk about different forces.</p> <p>Talk about the differences in materials.</p> <p>Continue to develop positive attitudes between people.</p> <p>Know there are different countries in the world.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about member of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations from the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Recognise some environments that are different to the one in which they live.</p> | <p style="text-align: center;">Expressive arts and design</p> <p>Move & dance to music.</p> <p>Join in with sings & rhyme.</p> <p>Explore a range of sound makers.</p> <p>Start to make marks intentionally.</p> <p>Explore paint.</p> <p>Express thoughts & ideas through making marks.</p> <p>Enjoy taking part in action songs.</p> <p>Start to develop pretend play.</p> <p>Use their senses to explore different materials.</p> <p>Use their imagination & consider what they can do with different materials.</p> <p>Make simple models.</p> <p>Take part in pretend play.</p> <p>Begin to develop stories using small world equipment.</p> <p>Make imaginative small world using blocks & construction kits.</p> <p>Explore different materials freely.</p> <p>Develop their own ideas.</p> <p>Join different materials.</p> <p>Create closed shapes with continuous lines.</p> <p>Draw with increasing detail.</p> <p>Use drawing to express ideas.</p> <p>Show different emotions in their drawings.</p> <p>Listen with increasing attention.</p> <p>Respond to what they have heard.</p> <p>Remember & sing entire songs.</p> <p>Sing the pitch sung by others.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Create their own songs.</p> <p>Play instruments with control.</p> <p>Explore, and begin to use a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> |

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| <p style="color: green; margin: 0;">Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.</p> | |
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| | First we can use these words... | Then I can try to use these words... |
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| F1 & F2 | globe map atlas house home family journey travel transport holiday safety traffic lights Zebra Crossing garden plants animals mini-beasts village Barnsley (town) country world | Local environment United Kingdom Great Britain South Yorkshire currency landmarks culture destination vacation route direction <u>Scientific words:</u> growing seed/bulb plants petal stalk roots soil sunlight water animals insects environment homes life-cycle cocoon/chrysalis/pupa season nutrients habitat |