

# FOUNDATION STAGE MEDIUM TERM PLANNING: SUMMER TERM (1) 2023




WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
17/04/2023	24/04/2023	01/05/2023	08/05/2023	15/05/2023	22/05/2023


## SECRET GARDEN

PLANNING  
OVERVIEW

<p><b>Plants and Life Cycles – Becoming a Sunflower Expert!</b> <b>Seed to flower lifecycle</b> To understand what a plant needs to grow. Become ‘sunflower experts’ – what is a sunflower? Do all sunflowers look the same? Where do sunflowers grow? Where can I find out more about sunflowers? Observing, noticing and comparing seeds. To sequence the stages of a plant growing. Gardening club What pictures of sunflowers can we find? Can we find artworks with sunflowers in them? Scarecrows</p>	<p><b>Plants and Life Cycles – Sunflower Challenge continued.</b> <b>Caterpillar lifecycles</b> Observe the live metamorphosis of a caterpillar into a butterfly. Identify the smaller creatures that live in woodland/garden and why this is a good habitat for them. Go on a minibeast hunt. Read the Very Hungry Caterpillar Healthy eating – make cucumber caterpillars, food tasting fruit from the story. Hole punching leaves. Leaf rubbing and labelling. Complete a survey to find everyone’s favourite food from the story. Sort healthy and unhealthy foods. Explore symmetry with butterfly painting. Make/animate our own versions of the story about a very hungry YOU!</p>	<p><b>The Coronation of King Charles III</b> Read ‘The Kings Pants’ Facts about the King, why are we celebrating the Kings Coronation? Pin the crown on the King game. Union Jack sensory tub Learn new vocabulary – coronation, monarch, crowned, sepre, orb, etc. If I were a King or Queen for a day I would...(rules) Setting the table – modelling eating with cutlery. Party invitations Photographs of the King– then and now London Landmarks and sights. Union Jack bunting, shape study. Making crowns. National Anthem with percussion instruments. What are we good at? Celebrate achievements. <b>May Bank holiday</b> <b>Swimming Tues-Fri</b></p>	<p><b>Minibeasts – Slugs, Snails and Spiders</b> Debate which is best a slug or a snail? Read ‘Norman the Slug with a Silly Shell.’ Design a new snail shell for Norman. Artist study: The snail by Henri Matisse Ugly Bug Ball Spider Web threading <b>Bank Holiday for Coronation</b> <b>Swimming Tues-Fri</b></p>	<p><b>Minibeasts - Bees</b> How bees work together in a hive to produce honey – why is it good to work together? Why is it important to look after and protect bees? How should we react when one comes near? Look at the different parts of a bee – compare to other insects, how are they the same/different? ‘Honeycomb’ shapes – explore hexagons. Flight of the Bumblebee by Rimsky Korsakov.  ‘World Bee Day’ wear black and yellow clothes, make honey sandwiches. <b>Visit from a local Bee keeper.</b> <b>National Bee Day 20th</b></p>	<p><b>Minibeasts and Plants Review</b> Look after stick insects for a week. Junk model and papier mache our favourite bugs Go on a shrinky dink mini-me adventure! Use the ipad to impose an image of each child onto a background of their choosing. Write a story independently</p>
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LITERACY	<b>Non-Fiction</b> Sunflower Facts and plant lifecycles	<b>Narrative</b> Talk 4 Writing: The Very Hungry Caterpillar	<b>Narrative</b> The Kings Pants Talk 4 Writing: The Very Hungry Caterpillar	<b>Narrative</b> Norman the Snail with a Silly Shell Spinderella	<b>Non-Fiction</b> Bee fact files	<b>Narrative</b> Mini-me adventures
MATHS	<b>Building 9 and 10</b> Number bonds to 10	<b>To 20 and beyond</b> Building numbers beyond 10, Counting patterns beyond 10 Spatial reasoning, match rotate, manipulate		<b>First Then Now</b> Adding more, taking away Spatial reasoning, compose and decompose		

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING THROUGHOUT THE YEAR & LINKED TEXTS/ACTIVITIES
COMMUNICATION AND LANGUAGE	<p><b>Listening:</b> Listen to and understand instructions about what they are doing, whilst busy with another task</p> <p><b>Attention:</b> Listen and continue with an activity for a short time.</p> <p><b>Respond:</b> Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Understanding:</b> Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.</p> <p><b>Speaking:</b> Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener E.g., "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>  <p>Show and Tell Daily Story Vote Story rich classroom Role play areas and enhancements Book corner filled with quality fiction, non-fiction and poetry books</p>

<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p>	<p><b>Express feelings:</b> Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them.</p> <p><b>Manage behaviour:</b> Can follow instructions, requests, and ideas in a range of situations.</p> <p><b>Self-awareness:</b> Can talk about their own abilities positively.</p> <p><b>Independence:</b> Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.</p> <p><b>Collaboration:</b> Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p><b>Social skills:</b> Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p>	<p><b>All areas of PSED permeate the ethos in our environment all day, every day. Adults model, encourage and where necessary, teach, all objectives all of the time. Additional teaching given in response to children's current needs.</b></p> <p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>
<p>PHYSICAL DEVELOPMENT</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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 spoon.</p> <p>Swimming</p> <p><i>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.</i></p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p> <p>Visit from the Dentist</p> 

LITERACY

**Comprehension**

Correctly sequence a story or event using pictures and/or captions.  
 Make simple, plausible suggestions about what will happen next in a book they are reading.  
 Know the difference between different types of texts (fiction, nonfiction, poetry)  
 Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.  
 Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

**Word Reading**

Read some letter groups that each represent one sound and say sounds for them.  
 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**Writing**

**Emergent:**

Continue to build on knowledge of letter sounds to build words in writing. Use writing in play.  
 Use familiar words in their writing.

**Composition:**

Begin to write a simple sentence/caption may include a full stop.

**Spelling:**

Spell words by drawing on knowledge of known grapheme correspondences.  
 Make phonetically plausible attempts when writing more complex unknown words.

**Handwriting:**

Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.  
 Include spaces between words.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Read books consistent with their phonic knowledge.  
 Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.



MATHEMATICS

Building 9 and 10

Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.

Comparing numbers to 10

Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.

Bonds to 10

Explore using real objects in different contexts. Other manipulatives such as ten frames, fingers, bead strings and number shapes are useful.

Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering

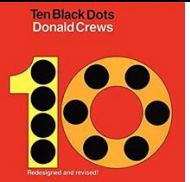
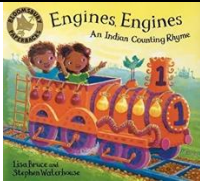
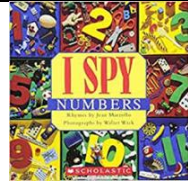
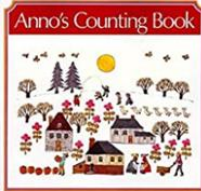

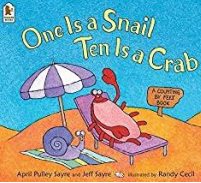
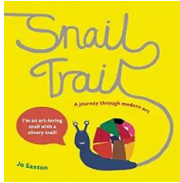
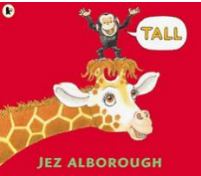
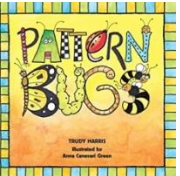

Embed numbers to 10 and then beyond

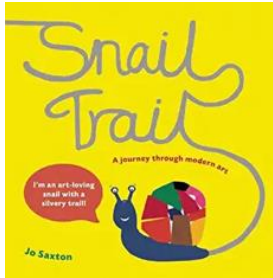
Estimation – greater/less than

Combine and partition

Doubling and halving

Further develop part/whole

	3D shapes	Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.	  
	Pattern	Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.	      

<p>UNDERSTANDING THE WORLD</p>	<p><i>It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community.</i></p> <p><i>This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.</i></p> <p><b>Chronology:</b> Recount an event, orally, pictorial and/or with captions.</p> <p><b>Enquiry:</b> Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. Link to the Queen's Jubilee.</p> <p><b>Enquiry:</b> Understand the key features of the life cycle of a plant or animal.</p>	<p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Explore the natural world around them by making observations and drawing pictures of animals and plants.</p> 
<p>EXPRESSIVE ART AND DESIGN</p>	<p><i>Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and/or experiences will be planned (see below).</i></p> <p><b>Marking Making/Drawing:</b> observational drawing – Sunflowers. Show accuracy and care in their drawing.</p> <p><b>Colour:</b> identifying shades of colour and how to make different shades.</p> <p><b>Painting:</b> explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Explore using different brush types.</p> <p><b>Printing:</b> symmetrical printing - butterflies as inspiration.</p> <p><b>Textiles/materials:</b> Weaving (natural and manmade materials)</p> <p><b>Cutting Skills:</b> use scissors independently.</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>   <p>Making area – Creation Station Role-play area Outside stage and instruments Dressing up Large parts outside Join in with songs</p>

	<p><b>Artist Study:</b> Van Gogh, Eric Carle and Henri Matisse</p> <p><b>Music:</b> Old King Cole, The National Anthem, The Flight of the Bumblebee, The Ugly Bug Ball</p>	<p>Model making with junk and construction toys Listen to different musical genres and make up their own dances</p>
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