

Red / Orange Base EYFS Medium term planning Summer 2

TOPIC : Where would we like to go? Focus: PSED UW CL EVENTS- Seaside visit							
	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24 Transition 8 th 11 th Sports 10th	Week 7 15.7.24 Seaside 18.7.24
School Value	Have fun						
UW	<ul style="list-style-type: none"> Talk about own personal life and look at past year (link to transition). Create a time line of the year. Recognise that some countries are hotter than the country we live in. Recognise some similarities and differences between life in this country and life in other countries. Know how to make simple maps of a familiar place or imaginary world. Know that simple symbols are used to identify features on a map. Observe seasonal change. What happens during the summer? How does this affect the weather, what we wear, how to keep safe? Changing states of matter matter: Why do things melt when it is hot? Forces and motion: floating and sinking. 						
FOREST SCHOOL - PSED, CL, UW	Wednesday <i>Can we make a map of the garden?</i>	Wednesday <i>Can we make a boat that floats?</i>	Wednesday <i>Which things melt in the sunshine?</i>	Wednesday <i>What has happened to our tree?</i>	Wednesday <i>Summer Fair?</i>	Wednesday <i>Sports day</i>	N/A.
PSED	<ul style="list-style-type: none"> Know how we grow and change. Show sensitivity to their own and to others' feelings. Display confidence to try new activities and show resilience and perseverance in the face of a challenge. Explain the reasons for rules and know right from wrong. 						
Topic	Where do we live and what is like here?	Where else have we been (UK) and what is it like there?	What is it like in Australia?	What is it like in India?	What is it like in Kenya?	What is it like in Canada?	What is it like at the seaside?
PSED Circle Time	Jigsaw -	Jigsaw -	Jigsaw -	Jigsaw -	Jigsaw -	Jigsaw -	



CL	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in fiction and non-fiction books and talk about what they have read and what has been read to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about experiences using full sentences, and begin to use past, present and future tenses with increasing accuracy
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<p>Lit - comp writing</p>	<ul style="list-style-type: none"> • Retell stories in Pie Corbett style. • Children to orally rehearse own stories using knowledge of stories read to them. • Sort books into categories. • Independently retrieve information from what is read to them. • Answer questions using question stem. • Write sentences that can be read by others. • Introduce narratives in their own writing and story maps. • Write tricky words accurately matched with phonic knowledge. 					
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<p>English (Literacy/ Communication and Language) <i>See weekly planning Writing area</i></p>	<p>Story:</p>  <p>Rhymes and songs:</p>	<p>Story:</p>  <p>Rhymes and songs:</p>	<p>Story:</p>  <p>Rhymes and songs:</p>	<p>Story:</p>  <p>Rhymes and songs:</p>	<p>Story:</p>  <p>Rhymes and songs:</p>	<p>Story:</p>  <p>Rhymes and songs:</p>	<p>N/A</p>
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<p>Phonics</p> <p>Lit - writing / PD</p>	<p>See separate weekly planning.</p> <p>Phase 4 Long vowels CVCC, CCVC CCVC, CCCVC, CCV, CCVCC Phase 4 words ending: -s /s/, -s /z/, -es Longer words Root words ending: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est</p>					
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<p>PD - Gross</p>	<p style="text-align: center;">Get set 4 PE Athletics</p> <ul style="list-style-type: none"> • I am able to throw towards a target. • I am beginning to show balance and coordination when changing direction. • I am developing overarm throwing. • I can recognise changes in my body when I do exercise. • I can run at different speeds. • I can work with others and make safe choices. • I try my best. • I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. 					
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Outdoor focus activity <i>Focus - PD positional language + pre-writing skills</i>	Challenge to build aeroplane, train etc. Driver's / pilot's uniform						N/A
PD - Fine <ul style="list-style-type: none"> Hold scissors correctly and cut various materials. Write letters inline with the school handwriting policy. Create drawings with details. Independently use a knife fork and spoon to eat a range of meals. 							
Creative area/ Workshop PD/CLL/ EAD		Create some UK/local landmarks (arts tower?) with junk box models					N/A
Dough area PD Finger Gym Challenge PD							N/A
Maths <i>See weekly planning</i>	Number sense: S3, Bk 13 Patterns in numbers <u>Sharing and grouping</u> <ul style="list-style-type: none"> Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles 	Number sense: S3, Bk 13 Patterns in numbers <u>Visualise, build and map</u> <ul style="list-style-type: none"> Step 1 Identify units of repeating pattern Step 2 Create own pattern rules Step 3 Explore own pattern rules 	Number sense: <i>Number Facts: Stage 1 Bk 1: Subitising – use activities for number practise?</i> <u>Visualise, build and map</u>	Number sense: <i>Number Facts: Stage 1 Bk 1: Subitising 0-5– use printable activities for number practise?</i> <u>Visualise, build and map</u> <ul style="list-style-type: none"> Step 7 Give instructions to build Step 8 Explore mapping 	Number sense: <i>Number Facts: Stage 1 Bk 2: Subitising 6-10– use printable activities for number practise?</i> <u>Visualise, build and map</u>	Number sense: <i>Number Facts: Stage 1 Bk 2: Subitising 6-10– use printable activities for number practise?</i> <u>Make connections</u> <ul style="list-style-type: none"> Step 1 Deepen understanding Step 2 Patterns and relationships 	N/a

<p>Maths area challenge</p>	<p>Tuff tray – ladybird mats, mirrors, pompoms</p>	 <p>coins in tuff tray</p>	<ul style="list-style-type: none"> • Step 4 Replicate and build scenes and constructions • Step 5 Visualise from different positions • Step 6 Describe positions 		<ul style="list-style-type: none"> • Step 9 Represent maps with models • Step 10 Create own maps from familiar places <p>Making maps for the classroom/outside</p>		
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<p>EAD</p>	<ul style="list-style-type: none"> • Learn about and compare artists. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Share creations, talk about process and evaluate their work. • Invent, adapt and recount narratives and stories. • Sing a range of well known nursery rhymes and songs. • Sing and perform songs and rhymes. • Explore tuned percussion instruments. • Play instruments in the song. 						
<p>Music EAD</p>							
<p>Art EAD</p>	<p>See workshop/creative See forest school</p>						
<p>Small World / block play CL/EAD</p>			<p>We are going on a bear hunt small world (linked to maths)</p>			<p>N/A</p>	

Role Play CL/ EAD / UW	Add holiday brochures, suitcases, packing lists, holiday clothes etc. Make an airport – tickets, passports, luggage drop etc.						N/A
RE Understandin g the World							n/a
Computing Understandin g the World							