**EYFS Medium Term Plan – Summer Term 2 2025**

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| **Weeks/Area of Learning** | **1**  **(Note Teacher day Monday)** | **2** | **3** | **4** | **5** | **6**  **(note only 3 days, one of which is Transition Day to Year One)** | **7**  **n/a as is Summer Holiday** |
| **Communication and Language** | LISTENING, ATTENTION and UNDERSTANDING:  Time listening to a story should be built up to 15 minutes, including a question time. Adults should focus on why and how questions, which require an explanation or choice.  A question time relating to a whole group text should be added to the beginning and the end of story time, encouraging children to predict ahead, check their predictions and reflect on what they have heard.  Identify rhyme in texts.  Extend vocabulary by identifying and collecting new and exciting words as a class.  In readiness for being in Year One, children should now be attending whole school assembly and events. Adults should ask them questions afterwards to ascertain what they understood and remembered from the session.  If ready, children will participate in a celebration assembly for their parents to watch. | | | | | | |
| SPEAKING:  Building on work from last term, children should revise using the past and present tense.  Adults need to model the correct grammatical features of the future tense. Having been asking questions about what children will be doing throughout the year. Adults will now be modelling and scaffolding all children to respond in full, grammatically correct sentences i.e. What tools will you be using in the sand area? The expected response will be – I will be using. This must be grown as an expectation and reinforced positively when children model it correctly.  Adults encourage children to string their sentences together during circle time to form a narrative. Using link questions such as then what? So, what happened next? Why do you think this happened?  During continuous provision activities, adults encourage children to expand on their explanations using the above link questions. Give the children time to reflect and recall the narrative, modelling it for others and adults must explain why it was effective, using correct past tense phrases.  Adults model how the children can ask ‘how’ and ‘why’ questions. Structure the responses initially, enabling children to correctly formulate these questions ensuring they are pertinent to the content of the story or non-fiction text read.  Expand the range of opportunities for pupils to ask questions – make it part of daily classroom routines in such times as circle times, show and tell, story time etc.  Encourage children to ask questions to other children during reading, circle time etc. Reinforce the correct use of question words.  Encourage children to explain choices and reasons using extended sentences – ‘and’ ‘because’. When discussing a text extend this further by asking for predictions, always encouraging the children to justify ideas based on their understanding of the story. | | | | | | |
| **Show and Tell reports about Travelling Bears’ adventures and half term News** | **Why I love my family – in groups** | **Why I love my family – whole class** | **Discuss whole school assemblies and events, in readiness for year 1. Adults model and scaffold and children to respond in full, grammatically correct sentences.** | | **Favourite experience in EYFS** |  |
| **Vocabulary** | Where, place names, first, next, then, last, favourite, best part, boat, ferry, plane, train, car, weather, raining, sunny, windy, hot, cold | Mum, mummy, mither, dad, daddy, father, brother, sister, grandpa, granddad, grandma, nanny, family, love, because | Mum, mummy, mither, dad, daddy, father, brother, sister, grandpa, granddad, grandma, nanny, family, love, because | Relevant vocabulary from the assembly/whole school event that we attend. Focus on children’s use of correct tenses and answering in full sentences. | Relevant vocabulary from the assembly/whole school event that we attend. Focus on children’s use of correct tenses and answering in full sentences. | favourite, experience, event, funny, happy, exciting, new, brave, enjoyed |  |
| **Curriculum Links** | Understanding the World – People and Places - knowledge of places and what they are like, what the weather is like there etc from listening to others, asking and answering questions | Literacy – So much | Literacy – So Much | Understanding the World/R.E. | Understanding the World/R.E. |  |  |
| **Physical Development (gross motor)** | **Throughout this term:**  **Revise prior learning – moving in a space and following instructions.**  **Teach children to move around obstacles safely, using the following instructions: over, under, around and through – both indoors and outdoors.**  **Children should be introduced to the word ‘balance’ – holding themselves steady so they don’t fall and be able to balance in a stationary position one foot, one hand and one foot etc.**  **Next they will be taught and practise balancing while travelling i.e. on a marked line, bench, stepping stones etc.**  **Children should be taught to sequence three movements, including a balance position.**  **Children can plan and are trained to use a wider range of outdoor equipment.**  **Children should be able to move the outdoor equipment and negotiate space safely.**  **Children should be confident risk-assessing their environment.**  **Children should be taught about sun safety, using the text ‘George the Sun Safe Superstar – an dhow they can keep themselves safe – clothing, shade, sun cream. Adults will need to continually reinforce this learning and support children in making the best choices to keep safe in the sun.**  **Children should regularly drink water as part of their daily routine. Children should understand key vocabulary such as hydration and dehydration.** | | | | | | |
| **Physical Development (gross motor – PE scheme)** | PE Scheme:  to develop balancing whilst stationary and on the move | PE Scheme:  to develop running and stopping | PE Scheme:  to develop changing direction | PE Scheme:  to develop jumping and landing | PE Scheme:  to develop hopping and landing with control | PE Scheme:  to explore different ways to travel |  |
| **Vocabulary** | **balancing, stationary** | **running, stopping, stationary** | **direction, different, change** | **jumping, landing** | **hopping, landing** | **direction, different, change** |  |
| **Curriculum Links** | **C & L – speaking and listening to team members, PSE – teamwork, collaboration, building relationships, turn taking, self-regulation** | | | | | |  |
| **Physical Development (fine motor)** |  | **Throughout the term:**  **Children should now be given a set time to get changed to and from outdoor learning, role play, PE, with clear time expectations set and the vast majority of children should be held accountable to the time.**  **Children should be confident and competent to fix and join materials by selecting and using a range of appropriate media to do the job i.e. when is runny glue better than a glue stick? When is powder paint better than ready mix paint? When is it best to use sellotape or masking tape?**  **Adults should check that letters are correctly formed when children are writing in groups and in self-directed activities. Children should be reminded and refocused on letter formation and orientation.** | | | | | |
| **Jigsaw puzzles**  **Hammer and nail shape boards**  **Pre-cut shapes to be folded**  **Pre-folded shapes to be cut up into different shapes**  **Junk modelling with different 3-D shaped objects**  **3-D shapes in construction area**  **\*Handwriting - using thinner pencils for numerals 0-10**  **\*Creation station – cutting, sticking, joining and attaching skills.** | **Lock two Numicon doubles together with the answers written onto the matching key for children to match it to**  **Handwriting – capital letters with matching lower case letter** | **Handwriting – capital letters with matching lower case letter**  **Scissor skills using year 1 scissors for transition** | **Handwriting – capital letters with matching lower case letter and writing numerals**  **Scissor skills using year 1 scissors for transition** | **Handwriting – capital letters with matching lower case letter and writing numerals**  **Scissor skills using year 1 scissors for transition** | **Scissor skills using year 1 scissors for transition** |  |
| **Vocabulary** | **lower case letters, capital letters, curly caterpillar letters, ladder letters, one-armed robot letters, zigzag monster letters, ascender, descender, perseverance, tripod grip, scissors, cut, straight lines, curved lines, join, glue** | | | | | | |
| **Curriculum Links** | **Mathematics unit on manipulate, compose and decompose**  **EAD – pencil hold and control**  **PSE – perseverance to join materials**  **CL – during junk modelling** | **Mathematics – doubling**  **EAD – pencil hold and control for letter formation**  **CL – whilst working as a team to unlock** | **EAD – pencil hold and control for letter formation and scissor skills** | **Mathematics – writing numerals**  **EAD – pencil hold and control for letter formation and scissor skills** | **Mathematics – writing numerals**  **EAD – pencil hold and control for letter formation and scissor skills** |  |  |
| **Personal. Social and Emotional Development** | **Adults can use model children who have shown that they know how to conflict resolve, to support others who find it harder.**  **Children should be taught how to make healthy food choices by being able to sort foods into healthy foods or treats. Children should know the positive benefits of eating healthy foods on the body, such as making strong bones or keeping the heart healthy. Children should be taught that the foods they choose have an impact on their health. They should understand that some foods you eat more of because they are healthy i.e. fruit and vegetables, and some foods you should eat less of because they are not good for you in quantity i.e. sweets and crisps.**  **Children should be able to talk about meals that they have had, which foods are fruits and vegetables, which foods they should eat less of.**  **Children should be involved in some food preparation activities that enables them to make decisions and select healthy foods.**  **Children should know that they are still growing and need certain foods to help them do that.**  **They should be encouraged to use and apply that knowledge when undertaking self-directed learning in the home role play area.**  **Throughout the term:**  **Adults should support children in understanding that sometimes a compromise has to be reached and that a solution to a problem might not mean that the child always gets their own way.** | | | | | | |
| Healthy and Safer Lifestyles: What can I do when I feel good and healthy?  What can’t I do when I am feeling ill or not so healthy? | Healthy and Safer Lifestyles: Why are food and drink good for us? (MS)  How can I make healthier choices about food? | Healthy and Safer Lifestyles: What is exercise and why is it good for us? | Healthy and Safer Lifestyles: Why are rest and sleep good for us? | **No Outsiders**  Additional Learning- Blue Chameleon – To make a new friend |  |  |
| **Vocabulary** | **healthy, hospital, exercise, portion, vitamins, energy, physical activity, bedtime routine, concentrate** | | | | **chameleon, interrupt, lonely, greeting, friend** |  |  |
| **Curriculum Links** | **PSE – Managing self** | | | | **Whole school No Outsiders scheme** |  |  |
| **Literacy** | **Comprehension - It is crucial that adults read stories to children daily to model enjoyment and value of books. Children may begin to select stories and give reasons for their choices.**  **Adults involve children in the reading of the story, giving them opportunities to join in with repeated phrases, giving them opportunities to predict events and what might happen next in stories. Modelling of clues and cues can now be removed at this stage. Adults ask the children to tell them or to explain their prediction and reason why they think their prediction is correct.**  **Children should be encouraged to collect repetitive phrases from known texts to apply to independent writing.**  **Adults ask increasingly more complex questions that start to ask children to think beyond the literal, in whole class, group and individual reading.**  **Adults ask why and how questions that demand that children use their wider knowledge and life experiences to make predictions.**  **Children are encouraged to talk about books that they have read in self-directed learning or at home with other children as well as adults. Comparisons between stories and play activities can be drawn.**  **Children should be able to select their own reading books within a given range.**  **Children will be encouraged to bring books into the setting to share with the class. Children can retell a story with actions and /or picture prompts as part of a group and use story language. They can explain the main events of a story.** | | | | | | |
| **Word reading - Children will continue to follow the daily RWInc programme in groups. Sessions will run 9:00-(:45 each day until the end of the Ditty Masters and then from Red Ditties upwards, phonic sessions are longer. Children in lower groups will also receive extra 1:1 tutoring to close the gaps in their phonic knowledge.** | | | | | | |  |  |  |  |  |
| **Writing – Children will be taught that words can be joined up to make simple sentences that start with a capital letter and end with a full stop.**  **Form lower case letters correctly and introduce correct formation of capital letters. Adults need to encourage children to verbalise their sentence before beginning to write it, listen to it for sense and then write it. Adults should closely model the sentence structure as they read/write. Children should be encouraged to correctly demarcate their sentences with simple punctuation.**  **Children should be reminded to re-read their writing to check that it makes sense.**  **In their independent self-directed learning, children should be supported by adults to write words in simple sentences. Questioning from adults should refocus in making sense and on simple basic punctuation. Children should be encouraged to write for a purpose, posting letters, creating an invite for parents etc. Children should learn to spell more ‘red’ words.** | | | | | | |
| **Writing recount of half term holiday**  **The Very Hungry Caterpillar by Eric Carle** | **So Much &**  **Writing own reports** | **We’re Going on a Bear hunt and Rosie’s walk** | **Very Little Red Riding Hood**  **Sports Day** | **The Night Pirates** | **Writing review of my year in EYFS/favourite thing this year**  **Emperor of Absurdia** |  |
| **Vocabulary** | **Half term news, first, next, then, finally, favourite, Monday…Sunday**  **food names, hungry, caterpillar, cocoon, butterfly** | **proud, pleased, good at, improve, targets, even better at**  **baby, dad, mum, auntie, uncle, cousin, family, Gran-Gran, party, birthday, surprise** | **swishy swashy, splash splosh, squelch, squerch, stumble trip, forest, narrow, gloomy, swirling whirling snowstorm, googly eyes,preposition, over, under, through, across, around, past** | **Grandmama’s, Gramma, gentle, sleepover, hide-and-seek, very, quite, ribs, chin**  **Sports Day, races, win, lose, take part, team, egg and spoon, sack, running, bean bags** | **Stealthy adventure, stealing (as in to creep), bandits, disguise, crew, aboard, snoozing, declared, left, right, up, down, north, south, east, west** | **favourite, experience, event, funny, happy, exciting, new, brave, enjoyed**  **emperor, wardrobe monster, bobbly, crumply, jingle-jangle, snuggly, quietly, give up, footprints, yesterday, breakfast, lunch, supper** |  |
| **Curriculum Links** | **UTW – days of the week and lifecycle of a butterfly** | **UTW & PSE - different types of families** | **UTW – map work, describe routes**  **Beebots** | **UTW - map work**  **Beebots** | **UTW – map work**  **Beebots** | **Communication and Language** |  |
| **Maths** | **NCETM Mastering Number Review and assess:**  **Automatic recall of bonds to 5**  **White Rose maths week 4/ 5 – Manipulate, compose and decompose – \*select shapes for a purpose**  **\*rotate shapes**  **\*manipulate shapes**  **\*explain shape arrangements**  **\*compose shapes**  **\*decompose shapes**  **\*copy 2-Dshape patterns**  **\*copy 2-D shape pictures**  **\*find 2-D shapes within 3-D shapes** | **NCETM Mastering Number Review and assess:**  **Composition of numbers to 10**  **White Rose Maths week 6 – Sharing and grouping – \*explore sharing \*explore grouping. \*even and odd sharing**  **\*play with and build doubles.** | **White Rose Maths week 8 - Visualise, build and map**  **\*identify units of repeating patterns**  **\*create own pattern rules**  **\*explore own pattern rules**  **\*replicate and build scenes and constructions**  **\*visualise from different positions**  **\*give instructions to build** | **NCETM Mastering Number Review and assess: Number patterns**  **White Rose Maths week 9 – Visualise, build and map –**  **\*explore mapping**  **\*represent maps with models**  **\*create own maps from familiar places**  **\*create own maps and plans from story situations** | **NCETM Mastering Number Review and assess: Counting**  **White Rose Maths week 10 – Visualise, build and map** | **White Rose Maths – week 11 – Make Connections**  **\*deepen understanding**  **\*patterns and relationships**  **\*consolidation** |  |
| **Vocabulary** | **shape, 3-D, 2-D, select, choose, pattern, rotate, turn, match, fit, manipulate, move, flip, position, arrange, shape names, different, new, same** | **share, fair, equal, unequal, odd, even, same, groups, grouping, divide, sharing, altogether, left over, double, pair, build, opposite** | **pattern, repeat, rule, same, different, next, before** | **build, recreate, behind, below, next to, opposite, under, in front of, position, instructions, same, different, next** | **map, mapping, view** | **connect, explain, problem, review, check, altogether** |  |
| **Curriculum Links** | **Characteristics of Effective Learning – keep on trying when things are difficult, concentrate on achieving something that is important to them**  **PSE – Build constructive and respectful relationships**  **PD – Develop overall body strength, agility and balance, develop fine motor skills using tools**  **UTW – explore the natural world around them** | | | **UTW - People and Places & Literacy – map for Little Red Riding Hood** | **UTW – people and Places – draw map to school. Literacy – follow a treasure map** | **UTW – floating and sinking** |  |
| **Understanding the World** | PAST and PRESENT:  Children need to understand that some things happened a long time ago (building on learning from Spring term about things that happened before our life time). This is where dinosaurs can come in very useful. They need to know that this was a very long time ago before people were around. This learning can be supported by a range of non-fiction texts. Small world should have a range of dinosaurs for the children to role-play and interact with. Observations to assess through focussed questioning in self-initiated activities that children are using vocabulary of time and chronology within their play.  They will compare very simple aspects of their grandparents life as children and use (prior learning) from the Autumn and Spring terms) comparisons to pull out similarities and differences.  Children need to know the chronology for grandparents and how to put pictures of baby, toddler, school child, teenager, adult etc. into the correct order.  Listen to stories from real people from beyond their own families detailing what life was like in the past – for example have grandparents in to talk about school, toys, transport, food, TV programmes, clothes etc.  Children will be able to sort given items (of interest e.g. transport, toys, photos etc.) into old and new or into simple timelines or chronologies. Children should get the opportunity to explore and play with/use the artefacts. Children should learn that sometimes old things are precious because they have been around a long time and have memories attached. They can relate this to their own belongings from when they were babies etc. | | | | | | |
| PEOPLE, CULTURE and COMMUNITIES:  To use plans and maps and know what features look like on a map.  To know their journey to school and what it looks like on a map. Use maps, atlases etc., treasure maps in pirate role-play.  To know that we live on an island and what that means. | | | | | | |
| THE NATURAL WORLD:  Support the children to plan and set up a habitat where they can encourage wildlife such as mini-beasts in our school garden. They should be taught how to care for it and tend it while using scientific tools such as magnifying glasses and pooters to examine what is living there. They might also make a wormery.  Teach the children that living things change over time and use stories such as Jack and the Beanstalk as inspiration to grow our own beans.  Use the story the Very Hungry caterpillar to unpick the change in the caterpillar and use the correct terminology for the stages of development. Use art and textiles, printing and construction to capture images from the story and to retell the cycle of change. Grow our own butterflies.  Look at contrasting environments and linked to places in the wider world. Children should learn from texts and pictures as well as sharing experiences from their lives about contrasting features of environments such as rivers, mountains, seaside, places that they have visited or seen in books.  Children are encouraged to draw, paint, model these natural features and describe what they are creating using descriptive vocabulary such as sandy, grassy rocky, high, deep etc.  Children need to understand that there is a wider world beyond home and school. Children go on walks to look at the environment beyond their boundaries – town walk, visit to Welland Park, visit to forest school, school trip etc.  Children know the human impact on the environment and pollution of the world. Once children have started to understand how exciting and precious the environment is, they need to start to learn how the actions of people can impact on environments such as leaving litter, getting rid of trees etc. They should be taught about the world pollution and encouraged to express opinions on the environment. They should learn about ways we can help, re-cycle and make posters to address a particular contextual environmental issue i.e. getting more people to walk to school, reducing litter, picking up dog poo on Scotland Road and the Rec. | | | | | | |
| **The Natural World - caring for plants and observing how they have grown.**  **Naming parts of the plants and understand plants have a life cycle.**  **R.E. scheme- talk about which stories the children like and the Bible being the Holy book for Christians** | **The natural world -Life-cycle of the butterfly and observations of our caterpillars changing into butterflies over the next few weeks and then we will release them when it is warm enough to do so**  **People and places – map work related to Literacy books and drawing maps of our immediate environment.**  **R.E. scheme – to hear and explore stories from the Jewish and Christian faith (found in the Old Testament). Focus on stories including David and the Shepherd boy and the story of Ruth.** | | **Past and present – watch Cbeebies programmes and listen to a range of non-fiction texts about dinosaurs facts and discuss . Children know that some things happened a long time ago, before people were around. Develop a sense of recent past and a very long time ago. Small world play should have a range of dinosaurs for the children to role-play and interact with, Observations to assess through focussed questioning in self-initiated activities that the children are using vocabulary of time and chronology within their play.**  **People and places – map work related to our stories in Literacy – Very Little Red Riding Hood, the Night Pirates treasure map and drawing maps of our journey to school.**  **R.E. scheme – to hear and explore Christian stories that Jesus told or about his life; to hear and explore Muslim stories about Prophet Muhammad; to hear and explore stories Hindu stories.** | | |  |
| **Vocabulary** | **root, stem, stalk, leaf, leaves, bud flower, grow, died, water, Bible, Old and New Testaments** | **Life-cycle, leaf, eggs, round, oval, cylindrical, larva, caterpillar, shed its skin, metamorphosis, chrysalis, pupa, butterfly, body temperature, nectar**  **preposition, over, under, through, across, around, past** | | **past, present, a very long time ago, years ago, dinosaur, dinosaur names, extinct**  **Bible, Old Testament, Prophet Muhammad, Ganesh** | | |  |
| **Curriculum Links** | **Literacy/CLL to listen to and discuss stories** | **Literacy – The very hungry caterpillar and no-fiction books on life-cycles** | | **Literacy/CLL - various non-fiction texts about dinosaurs and the series of Harry and the Dinosaurs, Christian, Muslim and Hindu stories** | | |  |
| **Expressive Arts and Design** | **Throughout the term:**  **Children start, with support, to create more complex characters for their role play narratives – from beyond personal experience, drawing more on their knowledge of stories, popular culture, film etc. Children are given the opportunity to create images of the characters in their narratives, using colour, shape and describe their size, form and personality.**  **Children can give a simple set of movement instructions to guide others to move, using aa growing bank of descriptive vocabulary used contextually correctly.**  **Children will be encouraged as part of secure classroom practice, to record pictorially or in words building to short sentences, the sequence of movements they have designed.**  **Children should be supported to show their imaginative ideas in their role-play, stories, created narratives through movement with or without music.** | | | | | | |
| **\*Music scheme unit 6 20th Century Music: Identify the key features of Country music. They will use string instruments to play along to country tracks.**  **\*Junk modelling with different 3D shaped objects**  **\*The Very Hungry Caterpillar cosmic yoga.**  **\*Fingerprint caterpillars – select a number card and create a caterpillar with the right number of fingerprints for his body.** | **\*Music scheme unit 6 20th Century Music: Identify the key features of Big Band music. They will improvise using unturned percussion.**  **\*Music – double rap song**  **\*Symmetrical butterflies- printing and also a version by placing shapes on wings and make the pattern symmetrical.** | **\*Music scheme unit 6 20th Century Music: Identify the key features of Beatboxing. They will experiment making vocal sounds and copy beatboxing rhythms.**  **\* Natural art – create a caterpillar using leaves and sticks to create body parts and legs.** | **\*Music scheme unit 6 20th Century Music: Children will use the key features of country, big band and beatboxing to create a class composition.**  **\*Natural art – create a butterfly using flowers, leaves, sticks etc. Make the butterfly wings symmetrical.**  **\*Make clay pinch pot.** | **\*Music scheme unit 6 20th Century Music: Children will create, rehearse and perform a group performance of their class composition.**  **\*Paperchain caterpillars – use green paper to create a paperchain caterpillar and then give it a red head. You could create a caterpillar pattern you have seen.** | **\*Music scheme unit 6 20th Century Music: Children will watch their performances. They will give and receive feedback about their compositions.**  **\*Sing 5 Little Caterpillars and release our butterflies.** |  |
| **Vocabulary** | **Country music, Big Band music, Beatboxing, dynamics, genre, improvisation, lyrics, melody, rhythm. Verse and chorus.**  **Number words.** | **Country music, Big Band music, Beatboxing, dynamics, genre, improvisation, lyrics, melody, rhythm. Verse and chorus.**  **Shape names, printing, symmetrical.** | **Country music, Big Band music, Beatboxing, dynamics, genre, improvisation, lyrics, melody, rhythm. Verse and chorus.**  **Natural art, temporary, record, leaves, sticks, twigs, pebbles, stones.** | **Country music, Big Band music, Beatboxing, dynamics, genre, improvisation, lyrics, melody, rhythm. Verse and chorus.**  **Natural art, leaves, twigs, sticks, pebbles, stones, flowers, petals, stems, symmetrical.** | **Country music, Big Band music, Beatboxing, dynamics, genre, improvisation, lyrics, melody, rhythm. Verse and chorus.**  **Pattern.** | **Country music, Big Band music, Beatboxing, dynamics, genre, improvisation, lyrics, melody, rhythm. Verse and chorus.** |  |
| **Curriculum Links** | **\*Mathematics – reading numerals**  **\*Literacy – The Very Hungry Caterpillar** | **\*Mathematics – symmetry, shape names \*Literacy – The Very Hungry Caterpillar** | **Literacy – The Very Hungry Caterpillar** | **\*Mathematics – symmetry.**  **\*Literacy – The Very Hungry Caterpillar** | **Literacy – The Very Hungry Caterpillar** |  |  |
| **Outdoor Learning** | | | | | | | |
| **Water** | **Water – Common Play Behaviour – pouring/emptying, filling, transporting, stirring/mixing, cleaning.**  **Summer 2 focus – explore the natural world (water). Add resources – aquatic animals and spray bottles. Water tray activity on floating and sinking.** | | | | | | |
| **Sand/Mud kitchen** | **Sand/Mud – Common Play Behaviour – pouring, filling and emptying, digging, mould, bury/enclose, sieve.**  **Summer 2 focus – explore the natural around them. Add in resources – pebbles, rocks and shells. Sieving for dinosaur bones. Cake shop linked to Maths lessons** | | | | | | |
| **Large Construction/Gross Motor** | **Construction – Common Play Behaviour – creating, spacial awareness and construct with a purpose. Summer 2 focus – draw with increasing complexity and detail, such as representing a face with a circle and including details. Use clipboards, pencils and design sheets. Design and draw, make and evaluate obstacle courses and dens** | | | | | | |
| **Stage** | **Sing in a group or on their own** | **Performances of the double rap** | **Performances of the double rap** | **Make use or props and materials when role playing characters in narratives and stories.** | **Make use or props and materials when role playing characters in narratives and stories.** | **Dances - performing solos or in groups.** |  |