**EYFS Medium Term Plan – Summer Term 1 2025**

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| **Weeks/Area of Learning** | **1** | **2 – note Bank Holiday Monday** | **3** | **4** | | **5**  **n/a Half Term** | | **6** | **7** |
| **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. | | | | | | | | |
| **Easter Holiday News**  **Travelling Bears’ reports**  **Daily Read to Me Time**  **Counting rhymes like 1,2, Buckle My shoe** | **Show and Tell: ‘Not a Box’ Creations**  **Daily Read to me Time**  **Counting rhymes and songs** | | **Daily Read to Me Time**  **Counting rhymes and songs – 5 Little Kittens, 5 Little Speckled Frogs**  **Where will the travelling bears go to at half term, what will you pack, what will the weather be like, what food will you eat etc..** | |  | |  |  |
| Five Little Kittens Jumping on the bed, 5 Little Ducks, 5 Currant Buns, 5 Little Speckled Frogs | **Rocket countdown rhyme 10.9.8..blast off!** |
| **Vocabulary** | -full sentences  -past and present tense | -joining  -evaluate  number words zero-ten  Number words ten…one, blast off! | | Full sentences using and  Because  Predict, prediction  Number words – zero to ten  Place names  Transport – aeroplane, boat, ferry, car, caravan, bus, train.  Weather words  Clothing names | |  | |  |  |
| **Curriculum Links** | \*Literacy – using correct tenses and grammatically correct sentences.  \*PSED - developing confidence to speak in front of others), self-regulation, building relationships.  \*UTW -knowledge of places they and others have been to. | \*Expressive Arts & Design -Not a Box model and design plan for DT project.  Mathematics – a counting down/backwards. | | UTW – knowledge gained from reading, discussing, asking and answering questions. | | . | |  |  |
| **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 – Games: to work safely and develop running and stopping** | **PE Scheme -**  **\*Games: to develop throwing and learn how to keep score**  **\*May Pole dancing** | **PE Scheme -\*Games: to play games showing an understanding of the different roles within it**  **\*May pole dancing** | **PE Scheme - \*Games: to follow instructions and move safely when playing tagging games**  **\*May pole dancing** | | **PE Scheme – Games: to work co-operatively and learn to take turns**  **\*May pole dancing** | | **PE Scheme – Games: to work with others to play team games**  **\*May pole dancing** |  |
| **Vocabulary** |  | **Score, rules, co-operative** | **Rules, co-operative, roles** | **Tagging, rules, co-operative, roles** | | **Rule, co-operative, roles** | | **Rules, co-operative, roles, teamwork** |  |
| **Curriculum Links** | **PE scheme: Games unit**  **PSED – keep myself and others safe, be confident to share ideas, explain changes to my body as I exercise** | **Mathematics – counting to 10**  **PSED– communicate with my partner to keep the score, be honest in the games I play, understand how to score.** | **PSED – move safely around others, play games honestly, understand what my role is in the game.** | **PSED – move safely around others, show honesty when playing tagging, develop understanding of the rules of the game** | | **PSED – work co-operatively as a team and take turns, try my best, make decisions about the best route to take.** | | **PSED – support and encourage others, understand sometimes you win and sometimes you lose ans begin to cope with this, understand the rules of the game.** |  |
| **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.** | | | | | | | | |
| **Fine Motor –**  **\*Handwriting – using thinner pencils for curly caterpillar letters c,a,d,g,q,o,e,s and f**  **\*Funky Fingers- Monkey game**  **\*Creation station selecting glue, winding glue stick up/down, pouring runny glue, attaching materials** | **Fine Motor –**  **\*Handwriting – using thinner pencils for ladder letters l, t, i, j. u, y**  **\*Funky Fingers – hammer game**  **\*Creation station – using cellotape and masking tape, joining materials, scissor skills, cutting tape and materials** | **Fine Motor –**  **\*Handwriting - using thinner pencils for one armed robot letters – r, b, n, h, m, k, p**  **\*Funky Fingers – tweezer & pom- pom activity**  **\* Creation station - cutting, sticking and focus on making a beanstalk.** | **Fine Motor – \*Handwriting – using thinner pencils for zigzag monster letters v, w, x, z**  **\*Funky Fingers – 2p coin turn over activity**  **\*Creation station – cutting, sticking, attaching, joining skills.**  **\*Water transfer activity with sponges.** | |  | |  |  |
| **Vocabulary** | **acender, descender, curly caterpillar letters** | **ascender, descender, ladder letters** | **ascender, descender, one armed robot letters** | **ascender, descender, Zigzag monster letters**  **half full, full, empty, nearly full, capacity** | |  | |  |  |
| **Curriculum Links** | **Personal, Social and Emotional Development.– developing turn taking and teamwork, perseverance on tasks**  **Communication and Language – team work and partner work using speaking and listening skills.**  **Expressive Art and Design –gluing, attaching, joining, pencil hold and control, scissor skills. Planning, designing and evaluating. Imagination and creativity.** | | | | | | | | |
|  |  | **Literacy – Jack and the Beanstalk story** | **Mathematics – \*counting the number of 2ps**  **\*capacity** |  | | |  |  |
| **Personal, Social and Emotional Development** | **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: Keeping Safe: Do I understand simple safety rules for when I am at home, at school and when I am out and about?** | **Healthy and Safer Lifestyles: Keeping Safe: Who are the people who help to keep me safe and can I say ‘no’ if I feel unsafe or unsure about something?** | **Healthy and Safer Lifestyles: Keeping Safe: Can I ask for help and tell people who care for me if I feel unsafe, worried or upset?** | **\* Healthy and Safer Lifestyles: Keeping Safe: What goes on to and into my body and who puts it there?**  **\*No Outsiders story – Mommy, mama and Me’** | |  | |  |  |
| **Vocabulary** | **safe, lost, address, polite, assertive, stomach, lungs, intestines, bloodstream, body language/gesture, unsafe, strategy, medicine, early warning signs, network of support** | | | | | | | | |
|  |  | | | **Hello, same, different, friends, colour, bright, happy a world to see, a world to know, friendliest, smiling, eye contact, signal how does it make us feel? Around the world, other languages for hello** | | |  | | |
| **Curriculum Links** |  |  |  | **No Outsiders – Mommy, Mama and Me** | |  | |  |  |
|  | **Communication and Language – listening, attention and understanding**  **Communication and Language – speaking** | | | | | | | | |
| **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.** | | | | | | | | |
| **Easter news & Plant the Tiny Seed by Christie Matheson** | **The Tiny Seed – Eric Carle** | **Jack and the Beanstalk** | **Jack and the Beanstalk** | |  | |  |  |
| **Vocabulary** | **magic, press, seed, another, one more, wiggle, enough, hotter, cloud, rain, clap, worm, tail, hungry, bud, morning light, point, cloud, rain shower, jiggle, scatter, clip, snip, everywhere** | **Autumn, strong, blowing, high, carries, tiny, smaller, keep up, higher, rays, icy, ocean, drowns, drifts down, desert, low, ground, Winter, settle down, earth, hungry, Spring, melted, burst open, roots, stems, leaves, faster, breaks,**  **A shadow looms, picked, alone, taller, giant, shorter, harder, Summer** | **Once upon a time, characters – jack, his mother, old man, Giant, Giant’s wife, castle, cow, beanstalk, magic means, golden eggs, money bags, coins, hen, harp, rich, poor, climb, quick as a flash, ran for his life, axe, chopped down, lived happily ever after** | | |  | | | |
| **Curriculum Links** | **UTW – planting cress seeds** |  |  |  | |  | |  |  |
| **Maths** | **NCETM Mastering Number week 23**  **Composition: Composition – ‘5 and a bit’** | **NCETM Mastering Number week 24**  **Composition :– composition of 10** | **NCETM Mastering Number week 25 Comparison: \*Comparison linked to ordinality \*Play track games** | **NCETM Mastering Number week 26**  **\*Subitise to 5**  **\*Introduce the rekenrek** | |  | |  |  |
| **One day a week, when not following the Mastering Number programme, children follow White Rose Maths for SSM:**  **Manipulate, compose and decompose shapes** | | | | | | | | |
| **Vocabulary** | **Stem sentence:**  **5 is made of \_\_and \_\_; \_\_ and \_\_\_ make 5**  **Stem sentence: \_\_is made of 5 and \_\_\_; 5 and \_\_make \_\_\_.**  **Stem sentence: There are 5 fingers on my hand,**  **What do you think will happen next? 5 or NOT 5, show these numbers on your fingers in the ‘5 and a bit’ way, composition, fingers up, fingers folded down, subitise, what’s the same? What’s different?, double dice frame, 10 frame, how many?, see 5 inside the arrangement.** | **Stem sentence - \_\_\_ is made of 5 and \_\_\_\_; 5 and \_\_\_make\_\_\_.**  **Stem sentence- 10 is made of \_\_\_and \_\_\_; \_\_\_ and \_\_\_make 10.**  **Stem sentence - \_\_\_\_needs \_\_\_tomkae 10; 10 is made of \_\_\_ and \_\_\_\_.**  **Composed of, composition, 5 and a bit, part-whole, subitise structured arrangements, double dice frame, 10 frame, fingers up and fingers down, finger patterns, when every space in the frame is full there are 10 altogether, identify pairs of numbers that make 10, number bonds to 10, different ways, greater than 5 but less than 10, how do you know? What do you notice?, can you find the matching numeral, how many more counters are needed to make 10, predict, solve problems, five, six, seven, eight, nine, ten.** | **Number track, compare, comparison, more, less, more than, fewer than (for countable objects), less than (for positions o a number track), equal to, consider where numbers tom10 are in relation to each other, far apart, near, next to each other, a lot more than, a little bit more than, more than, quite close, in the middle, after, before, subitise, starting position, stopping number, one..ten, correct order,, countdown, a backward count, who has more? How do you know?, numerical magnitude – the idea that numbers are getting bigger as we move along the track, linear increase in the numbers - the idea that each number on the track is 1 more than the previous number and is 1 less than the following number, convince me/convince teddy.** | **Rekenrek, how many?, subitise, look carefully!, what do you notice?, why do you think that?, are you sure?, what do you think will happen next?, copy the patterns, subitising superstars, exactly where to out your finger, push the beads to the other end of the row, ready position, move, push, one finger one push, see the numbers within other numbers, orientate, correct orientation, push quantity of beads smoothly, red and white beads, top row, bottom row, equal groups, how many altogether?** | |  | |  |  |
| **Curriculum Links** | **Communication and Language, and Expressive Arts and Design – Five Little Kittens Jumping on the bed, 5 Little Ducks, 5 Currant Buns, 5 Little Speckled Frogs** | **Communication and Language, and Expressive Arts and Design – Rocket rhyme -10,9,8..blast off!** |  | **Communication and Language, and Expressive Arts and Design – 5 Little Kittens, 5 Little Speckled Frogs** | |  | |  |  |
| **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 – draw and spring tree and decorate by finger painting blossom**  **Once There was Giants story – human lifecycle , match objects to correct aged person, look at photographs of Mrs Balding and order.**  **R.E. scheme – to reflect on the wonder of nature.** | **The Natural World – read the story The tiny Seed by Eric Carle, looking at various seeds, planting cress seeds, learning how to care for a plant, know that a plant has a life-cycle**  **People and Places – different places and their climates**  **Past and Present**  **The Tiny Seed - seasons continue in a cycle**  **The Natural World- R.E. scheme – to understand the church is a special place for Christians where they can worship God.** | **The Natural World – observing cress growing and drawing conclusions.**  **R.E. scheme – to understand a mosque is a special place for Muslims.** | **R.E. scheme – to understand a synagogue is a special place for Jewish people.** | |  | |  |  |
| **Vocabulary** | **tree, trunk, branches, leaves, buds, blossom, seasons, spring**  **baby, toddler, school boy/girl/child, teenager, adult, elderly person**  **Spring, Summer, Autumn,Winter** |  |  |  | |  | |  |  |
| **Curriculum Links** | **EAD – spring tree and finger painting** | **Mathematics – sizes of different seeds, ordering** |  |  | |  | |  |  |
| **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.** | | | | | | | | |
| **Observational drawings and paintings of plants**  **Drawing a Spring tree by finger painting blossom** | \*Counting rhymes and songs:  Five Little Kittens Jumping on the bed, 5 Little Ducks, 5 Currant Buns, 5 Little Speckled Frogs  \*Observational drawings of seeds growing | **Drawing and painting of beanstalk and leaves for Jack and the Beanstalk display** | **Making character puppets to re-enact Jack and the Beanstalk**  **Counting songs – 5 Little Kittens, 5 Little Speckled Frogs** | |  | |  |  |
| **Vocabulary** |  | **Number words 0-5** |  | **Number words 0-5** | |  | |  |  |
| **Curriculum Links** |  | **Mathematics - counting songs and rhymes** | **\*Literacy – Jack and the beanstalk**  **\*C & L – retelling the story and acting it out** | **\*C & L – retelling stories**  **\*Literacy – Jack and the Beanstalk**  **Mathematics – counting** | |  | |  |  |
| **Outdoor Learning** |  |  |  |  | |  | |  |  |
| **Water** | **Water – Common Play Behaviour – pouring/emptying, filling, transporting, stirring/mixing, cleaning.**  **Summer 1 focus - water transfer activity with sponges, car wash.** | | | | | | | | |
| **Sand/Mud kitchen** | **Sand/ Mud – Common Play Behaviour = pouring, filling and emptying, digging, mould, bury/enclose, sieve.**  **Summer 1 focus – explore the natural world around them. Add in resources – pebbles, rocks and shells.** | | | | | | | | |
| **Large Construction/Gross Motor** | **Construction – Common Play Behaviour – creating, special awareness and construct with purpose. Summer 1 focus – teamwork to plan/design, build together and evaluate and improve & courses for tricycles and scooters/road safety/tracks.** | | | | | | | | |
| **Stage** | **Performances of stories.** | **Sing in a group or on their own.** | **Jack and the Beanstalk acting** | **Jack and the Beanstalk acting** | |  | |  |  |