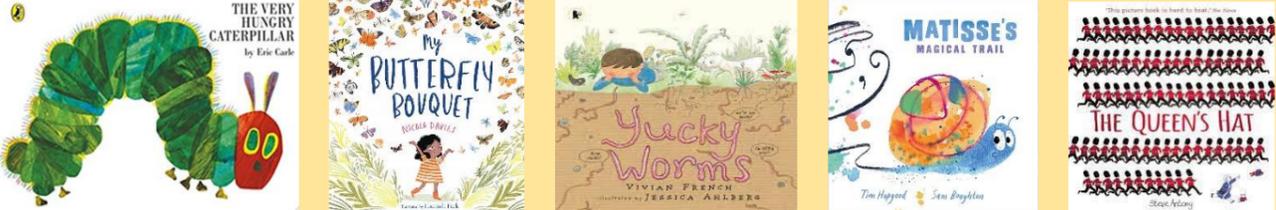


SUMMER 1

<p>General Themes</p>	<p>MINIBEASTS</p> 	<p>QUEEN'S JUBILEE</p> 	
<p>Summer 1 Literacy Texts</p>		<p>Summer 1 Poetry Basket Poems</p>	<ul style="list-style-type: none"> • Dance • Pitter Patter • Under a Stone • A Little Shell • Sliced Bread
<p>Suggested Texts (which could be used if reflect particular interests)</p>			

Dunnington CE Primary School – EYFS – Summer 1 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Communication and Language</p> 	<p>Listening: Listen to and understand instructions about what they are doing, whilst busy with another task</p> <p>Attention: Listen and continue with an activity for a short time.</p> <p>Respond: 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>Understanding: 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>Speaking: 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>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day (in discussions and in conversation). • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR • (taken from Development Matters)
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Initiate an apology where appropriate. Begin to know that children think and respond in different ways to them.</p> <p>Manage behaviour: Can follow instructions, requests, and ideas in a range of situations.</p> <p>Self-awareness: Can talk about their own abilities positively.</p> <p>Independence: 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. Can follow directions with 3 parts.</p> <p>Collaboration: Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Social skills: Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p> <p>Jigsaw theme – Relationships Covering - identifying some of the jobs I do in my family, how to make friends to stop myself from feeling lonely, thinking of ways to solve problems and stay friends, starting to understand the impact of unkind words, using 'Calm Me' Time to manage my feelings, know how to be a good friend.</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships (with peers and with adults) • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: Personal hygiene

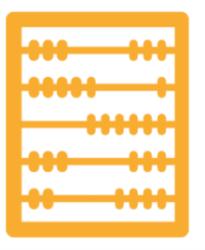
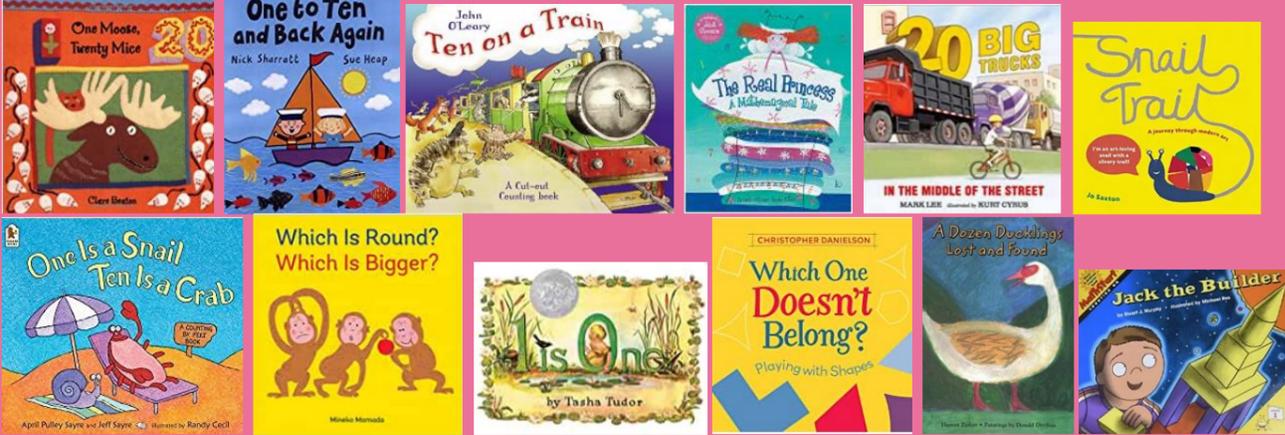
Dunnington CE Primary School – EYFS – Summer 1 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Physical Development</p> 	<p>Fine Motor Skills: 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.</p> <p>Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders and begin to form most letters correctly.</p> <p>Gross Motor Skills: Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions</p> <p>Combine different movements with ease and fluency</p> <p>PE Hub (Cooperate and Solve Problems – Unit 1) To organise and match various items, images, colours and symbols To work with a partner to listen, share ideas, question and choose To collect, distinguish and differentiate colours and create a shape as a team To move confidently and cooperatively in space and to travel in a range of ways</p>	<ul style="list-style-type: none"> • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • 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. • 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. • 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 • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

Dunnington CE Primary School – EYFS – Summer 1 Medium Term Plan

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<p>Literacy</p> 	<p>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.</p>	<ul style="list-style-type: none"> • 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.
	<p>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 a few exception words.</p> <p>Phonics (Little Wandle)– Phase 4 Week 1 - Short vowels CVCC and new tricky words said, so, have, like Week 2 – Short vowels CVCC, CCVC and new tricky words some, come, love, do Week 3 – Short Vowels CCVCC, CCCVC, CCCVCC and new tricky words were, here, little, says Week 4 – Longer words and Compound words and new tricky words there, when, what, one Week 5 – Root words ending in: -ing , -ed /t/, -ed /id/ /ed/, -est and new tricky words out, today Review all other tricky words taught so far and secure spelling</p>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read books consistent with their secure phonic knowledge to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	<p>WRITING Emergent writing: 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 and 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: Start to 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.</p>	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

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AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)						
<p>Mathematics</p> 	<p>Possible texts to draw mathematical knowledge from and reinforce learning:</p>  <table border="1" data-bbox="388 898 1748 1936"> <tr> <td data-bbox="388 898 596 1287"> <p>Building Numbers Beyond 10</p> </td> <td data-bbox="596 898 1748 1287"> <p>Children begin to build and identify numbers to 20 (and beyond) using a range of resources. (10 frames, number shapes, tower of cubes all support the children to see that larger numbers are composed of full 10s and part of the next 10) Children to start to recognise that the numbers 1-9 repeat after every full 10. So, 1 full ten and 2, etc. Children to understand representations which clearly show the full 10s and the part of 10 (e.g. 14 is one full ten and four).</p> </td> </tr> <tr> <td data-bbox="388 1287 596 1549"> <p>Counting Patterns Beyond 10</p> </td> <td data-bbox="596 1287 1748 1549"> <p>Children to count on and back beyond 10 Children to count on or back from different starting points, to say what comes before or after a given number and to place sequences of number in order. Children to be challenged to find larger numbers on number tracks and 100 squares</p> </td> </tr> <tr> <td data-bbox="388 1549 596 1936"> <p>Spatial Reasoning</p> </td> <td data-bbox="596 1549 1748 1936"> <p>Children to have opportunities to complete jigsaws and shape puzzles to help them select and rotate shapes to fill a given space. Children to explain why they chose a particular shape and why a different shape wouldn't fit. Children to have opportunities to match arrangements of shapes, prompting them to use positional language to describe where shapes are in relation to one another. Children to select shapes to complete picture boards or tangram outlines.</p> </td> </tr> </table>	<p>Building Numbers Beyond 10</p>	<p>Children begin to build and identify numbers to 20 (and beyond) using a range of resources. (10 frames, number shapes, tower of cubes all support the children to see that larger numbers are composed of full 10s and part of the next 10) Children to start to recognise that the numbers 1-9 repeat after every full 10. So, 1 full ten and 2, etc. Children to understand representations which clearly show the full 10s and the part of 10 (e.g. 14 is one full ten and four).</p>	<p>Counting Patterns Beyond 10</p>	<p>Children to count on and back beyond 10 Children to count on or back from different starting points, to say what comes before or after a given number and to place sequences of number in order. Children to be challenged to find larger numbers on number tracks and 100 squares</p>	<p>Spatial Reasoning</p>	<p>Children to have opportunities to complete jigsaws and shape puzzles to help them select and rotate shapes to fill a given space. Children to explain why they chose a particular shape and why a different shape wouldn't fit. Children to have opportunities to match arrangements of shapes, prompting them to use positional language to describe where shapes are in relation to one another. Children to select shapes to complete picture boards or tangram outlines.</p>	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
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<p>Understanding the World</p> 	<p>Chronology: Recount an event, orally, pictorial and/or with captions</p> <p>Enquiry: Talk about key role the Queen has in society both in the present and past. Enquiry question: What does a Queen do?</p> <p>Respect: Understand that some places are special to members of their community</p> <p>Computing: Use IWB games to support learning Begin to use a computer effectively, with a particular focus on using Word.</p> <p>Enquiry: Comment and ask questions about their immediate environment. Find out more about minibeasts and their life cycles. Identify key features of a life cycle of a butterfly.</p> <p>RE: Key Question: What places are special and why? (Possible visit to local Church)</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them (by taking part in weekly Forest schools' activities and making observations and drawing pictures of animals and plants. • Describe what they see, hear, and feel outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.

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AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p>Expressive Arts and Design</p> 	<p>Create collaboratively sharing ideas, resources, and skills</p> <p>Design: Combine different media and skills. Making own props / puppets to retell a story Designing a new hat for the queen and choosing materials for effect (e.g. feathers, gems, etc)</p> <p>Art: Observational drawings of flowers – showing accuracy and care in their drawing Identifying shades of colour and how to make different shades Printing – symmetrical printing – butterflies as inspiration</p> <p>Artist study – Matisse (using Matisse’s Magical Trail as hook)</p> <p>Music: Habitats (Woodland) Singing songs Developing awareness and understanding of:</p> <ul style="list-style-type: none"> - notation rhythm reading, - rhythm, - note durations, - improvisation 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.