



2022/2023 Medium Term Plans

Year Group:

EYFS

Term: Summer (1)

Topics are child led and planning will reflect the interests of the children. To inspire the children, we will plan for themes. The theme this half term is 'I wonder who lives in our garden?'

Area of learning	Week 1 W/B 17/04/23	Week 2 W/B 24/04/23	Week 3 W/B 01/05/23	Week 4 08/05/23	Week 5 15/05/23	Week 6 22/05/23
Key themes	Caterpillars/butterflies	Bees	The Coronation	Ladybirds	Spiders	Snails
Key texts	Mad About Minibeasts The Very Hungry Caterpillar The Crunching, Munching Caterpillar	Bumble Bear Bee: Nature's tiny miracle	The King's Pants King Charles (Little people, big dreams)	The Very Lazy Ladybird The Bad Tempered Ladybird What the Ladybird Heard.	Spinderella Aaaarh, Spider! The Very Busy Spider	Swirl by swirl The tiniest snail
Personal, Social and Emotional	<p>Circle time- opportunities to promote discussion. What is your favourite minibeast? Why? Is there a bug you're not so keen on? Is there one you're scared of? Why?</p> <p>Share the story of 'The Cautious Caterpillar' focusing on change, being brave and taking the next step. Discuss a time when the children feel they have been brave.</p> <p><u>PSHE/RSHE</u> Being my best. Bouncing back when</p>	<p>Look at caring for minibeasts, setting up homes etc. What do they need?</p> <p>As a class, make a bee hotel to put in the outdoor area.</p> <p>Circle time- look at how bees work together. How can we work together as a team? Provide some opportunities for team building games.</p> <p><u>PSHE/RSHE</u> Being my best. Yes, I can!</p>	<p>Circle time-Look at the role of the King using a variety of books and film clips. Make a list of the jobs that the children are responsible for both at home and within the classroom.</p> <p><u>PSHE/RSHE</u> Being my best. Healthy eating.</p>	<p>Circle time- using the story of 'The Bad Tempered Ladybird' look at the ladybirds emotions. What makes you feel bad tempered? What makes you feel better? Compare with other emotions that we might feel.</p> <p><u>PSHE/RSHE</u> Being my best. My healthy mind.</p>	<p>Circle time- following on from the story of 'The Very Hungry Spider' Discuss What is your favourite food? Are there any foods you don't like?</p> <p><u>PSHE/RSHE</u> Being my best. Move your body.</p>	<p>Circle time- using the story 'The tiniest snail' look at the challenges that he faced in the story. Discuss how he felt when he was left on his own.</p> <p><u>PSHE/RSHE</u> Being my best. A good night's sleep.</p>



	things go wrong.					
Communicati on and Language	<p>Circle time- who is your favourite garden visitor? How do they move? Where do they eat?</p> <p>Discussion- what do we already know about caterpillars? During the week add information that the children have collected and share with each other.</p> <p>Introduce new vocabulary each week and add to the topic vocabulary board.</p>	<p>Discussion- what do we already know about bees? During the week add information that the children have collected and share with each other.</p> <p>Introduce new vocabulary each week and add to the topic vocabulary board.</p>	<p>Create opportunities for the children to increase their knowledge of a variety of minibeasts using books, the internet and first-hand experience within the wildlife area.</p>	<p>Revisit the story of 'What the Ladybird Heard.' The ladybird was good at listening. Play listening games and identify the different sounds in the environment.</p> <p>Play 'What am I?' Take it in turns to describe a minibeast e.g. I have stripes on my body. I collect nectar and make honey. What am I?</p>	<p>Create opportunities for the children to increase their knowledge of a variety of minibeasts using books, the internet and first-hand experience within the wildlife area.</p>	<p>Introduce new vocabulary for the week and add to the topic vocabulary board.</p> <p>Discussion- what do we already know about snails? During the week add information that the children have collected and share with each other.</p>
Physical	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities e.g., Use tweezers to pick plastic bugs out of mud.</p> <p>Threading our own spiders' webs.</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities e.g., Use tweezers to pick plastic bugs out of mud.</p> <p>Threading our own</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities e.g., Use tweezers to pick plastic bugs out of mud.</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities e.g. Use tweezers to pick plastic bugs out of mud.</p> <p>Threading our own</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities e.g., Use tweezers to pick plastic bugs out of mud.</p> <p>Threading our own</p>	<p>Develop gross motor skills using the outdoors for large scale construction.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Weekly funky fingers activities e.g., Use tweezers to pick plastic bugs out of mud.</p> <p>Threading our own</p>



	Move in different ways like various bugs, wiggle like a worm, flap your wings like a butterfly, curl up small like a snail.	spiders' webs. Move in different ways like various bugs, wiggle like a worm, flap your wings like a butterfly, curl up small like a snail.	Threading our own spiders' webs. Move in different ways like various bugs, wiggle like a worm, flap your wings like a butterfly, curl up small like a snail.	spiders' webs. Move in different ways like various bugs, wiggle like a worm, flap your wings like a butterfly, curl up small like a snail.	spiders' webs. Move in different ways like various bugs, wiggle like a worm, flap your wings like a butterfly, curl up small like a snail.	spiders' webs. Move in different ways like various bugs, wiggle like a worm, flap your wings like a butterfly, curl up small like a snail.
Literacy	<p><u>Little Wandle Phonics</u></p> <p>Phase 4 short vowels CVCC</p> <p>New tricky words-said, so, have, like</p> <p>Mark making opportunities.</p> <p>Retell stories using story trays.</p> <p>Reading stories linked to the topic.</p> <p>Writing lists of minibeasts that we might find in the outdoor area.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 4 short vowels CVCC CCVC</p> <p>New tricky words-some, come, love, do</p> <p>Mark making opportunities.</p> <p>Retell stories using story trays.</p> <p>Reading stories linked to the topic.</p> <p>Writing facts that we have learnt about bees.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 4 short vowels CCVCC CCCVC CCCVCC longer words</p> <p>New tricky words-were, here, little, says</p> <p>Mark making opportunities.</p> <p>Retell stories using story trays.</p> <p>Reading stories linked to the topic.</p> <p>Label pictures of bugs that were found on the bug hunt.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 4 longer words and compound words</p> <p>New tricky words-there, when, what, one</p> <p>Mark making opportunities.</p> <p>Retell stories using story trays.</p> <p>Reading stories linked to the topic.</p> <p>Write information about a chosen minibeast to share with a friend.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 4 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>New tricky words-out, today</p> <p>Mark making opportunities.</p> <p>Retell stories using story trays.</p> <p>Reading stories linked to the topic.</p> <p>Practice reading skills with a partner by reading a sentence and matching to the correct minibeast.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 4 Review week</p> <p>Review all new phase 4 tricky words</p> <p>Mark making opportunities.</p> <p>Retell stories using story trays.</p> <p>Reading stories linked to the topic.</p> <p>Write a list of facts about snails.</p>



Mathematics	<u>White Rose maths: To 20 and beyond</u> <u>Number</u> Consolidating key skills Building numbers beyond 10 Counting patterns beyond 10 <u>Spatial Reasoning (1)</u> Match, rotate, manipulate			<u>White Rose maths: First, Then, Now</u> <u>Number</u> Adding more Taking away <u>Spatial Reasoning (2)</u> Compose and decompose		
Knowledge and Understanding of the World	Look at the different stages of the life cycle of the butterfly. Introduce the word 'metamorphosis.' Look at ourselves. How do we physically change as we grow? How have we changed already? Can we think of some things to describe how we look different from when we were younger.	Compare the caterpillar life cycle to the life cycle of the bee. Look at why bees are so important to us and our environment. Honey tasting.	Look at the history of our King. Using photos to support create a simple timeline. Find out information about the Coronation ceremony. Create an insect small world using natural objects and toy bugs.	Go on a minibeast hunt, use a tick sheet to mark off what the children find. Compare the lifecycle of a butterfly to this life cycle. Is it the same? Is anything different?	Compare the life cycle of the spider and compare to the other minibeasts.	Using 'The Tiniest Snail' story, ask the children to help to make a salad to eat at snack time Take it in turns to wash and chop: lettuce, tomatoes, cucumber, peppers). Let's hope there isn't a tiny snail hiding in our salad!
Expressive Arts and Design	Use the technique of painting half a piece of paper to create symmetrical butterflies.	Using the playdough create our own models of bees. Self initiated	As a group create a minibeast hotel for the outdoor area. Design a pair of new pants for the	Draw your favourite minibeast using fine pens. Using pipette droppers with paint	Look carefully at the patterns in a spider's web and using black pens create a web of their own.	Look carefully at spirals within art, in particular snails. Using the transient art to create or follow our own



	<p>Introduce symmetry within transient art.</p> <p>Self initiated painting /collage using a variety of media</p> <p><u>Music-Habitats</u> The Woodland (1)</p> <p>Developing notation rhythm reading through discovering animal footprints.</p>	<p>painting /collage using a variety of media</p> <p><u>Music-Habitats</u> The Woodland (2)</p> <p>Using more pawprints to develop rhythm reading skills and creating actions to a Russian folk song.</p>	<p>King's Coronation.</p> <p>Self initiated painting /collage using a variety of media.</p> <p><u>Music-Habitats</u> The Woodland (3)</p> <p>Using our knowledge of note duration to act out different animal footsteps on our journey.</p>	<p>and folded paper to create symmetrical artwork</p> <p>Observational drawings of flowers</p> <p>Use IPads to take photos of themselves. Explore the different filters to experiment with changing the effects of the picture.</p> <p>Self initiated painting /collage using a variety of media.</p> <p><u>Music-Habitats</u> The Rainforest (1)</p> <p>Going on an imaginative journey in the Brazilian Rainforest to meet some songbirds.</p>	<p>Self initiated painting /collage using a variety of media</p> <p><u>Music-Habitats</u> The Rainforest (2)</p> <p>Exploring our voices by improvising birdsongs, dancing to Brazilian drumming and making up some funky rhythms.</p>	<p>spirals.</p> <p><u>Music-Habitats</u> The Rainforest (3)</p> <p>Listening to the sounds of the rivers of the Rainforest using our imagination. Strengthening our sense of pulse through song and mixing our own rhythm patterns.</p>
--	---	---	---	--	--	---