Medium Term Plans Summer 1

*We follow the Early Years Foundation Stage curriculum and The Characteristics of Effective Learning (see overarching Curriculum document).*

[*www.foundationyears.org.uk*](http://www.foundationyears.org.uk)

Positive relationships

A unique child

* Developing sensitivity to the needs of others.
* Boundaries and behaviour; self-control and independence, working together and taking turns, sharing fairly.
* Celebrating key festivals e.g. St. George’s Day, May Day.
* Encouraging healthy lifestyles through “Walk to school week”.
* Parent events – “We’re Going on a Bear Hunt”, “Really wheelie Trail”.
* Parent and carers volunteering and visitors sharing experiences.
* Introduce “Maths on the Back” for home loans.
* School photographer taking individual, class and informal photos.
* Developing awareness of own needs, views and feelings.
* Develop child’s own voice e.g. reflecting on learning, discussing likes and dislikes, exploring ideas.
* Help children to develop their own goals, make plans, review their own progresses and successes.
* Encourage each child to learn together and from each other.
* Encourage open ended thinking by asking for example“Is there another way?”, “What else is possible?” etc.
* Model “Plan, do, review”.
* Following the Staying Safe programme ‘Out and About’.

Learning and development

Enabling environments

* Learning though our core books eg “We’re Going on a Bear Hunt” by Michael Rosen.
* Anticipating and joining in with repeated phrases and chanting repeated refrains.
* Telling and creating stories through use of puppets and props.
* Learning about growth e.g. plants, ourselves, animals & insects.
* Music – working with partners, identify well known songs through melody only, recognise short & long sounds through movement.
* Develop fine motor control e.g. mark making in a range of media indoors and out, sewing, weaving, using small equipment, cooking.
* Developing balance and control and body awareness – Moving in a variety of ways.
* Help children expand on what they say using more complex sentences.

ECAT

ECAT

* Planting – observing and experimenting.
* Continuous provision – use opportunities to extend mathematical skills and knowledge; den making, planting and growing.
* Maths toolkits – used in planning, constructing and creating, model uses.
* Extend knowledge of the world though pond and digging areas, additional stimulus and activities.
* Children sharing Special Books, reviewing past experiences.
* Visits out e.g. allotment, planting seeds, park.