

Foundation Stage Medium Term Planning

Nursery Summer 1

Pets and Farm animals

Foundation Stage Medium Term Planning - Personal Social and Emotional Development Term Summer 1 (Pets and farm animals) Class N

Learning Intentions EYFS Development matters statements(30-50 m)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Making Relationships</p> <ol style="list-style-type: none"> 1. Can play in a group 2. Initiate play, offering cues to peers to join them 3. Keep play going by responding to what others are saying or doing 4. Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <p>Self- confidence and self- awareness</p> <ol style="list-style-type: none"> 5. Can select and use activities and resources with help 6. Welcome and value praise for what they have done 7. Enjoy responsibility of carrying out small tasks 8. Is more outgoing towards unfamiliar people and more confident in new social situations 9. Confident to talk to other children when playing and will communicate freely about own home and community 10. Show confidence in asking adults for help <p>Managing Feelings and Behaviour</p> <ol style="list-style-type: none"> 11. Aware of own feelings and knows that some actions and words can hurt other's feelings 12. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others 13. Can usually tolerate delays when needs are not immediately met 14. Can usually adapt behaviour to different events, social situations and changes in routine 	<ul style="list-style-type: none"> ◆ Circle time - talk, listen, ask questions, contribute own feelings and ideas ◆ Show work to class ◆ Develop beginning and end of day routines ◆ Establish simple routines of the day ◆ Develop tidy up time routines ◆ Take turns to use limited equipment e.g. bikes, computer etc. ◆ Work in pairs and small groups at classroom activities ◆ Talk to adults and peers in pairs and small groups ◆ Put on coats, aprons, dressing up clothes, ◆ Communicate needs ◆ Use self help systems - aprons ◆ Join in discussions about stories and books that emphasise moral issues ◆ Explore stories about caring for each other through role-play, small world and puppetry. 	<ul style="list-style-type: none"> ◆ Circle time - contribute to discussions about looking after animals ◆ Focus on instructions about looking after pets ◆ Role play scenarios about mistreating pets and discuss what is right and wrong ◆ Circle time to discuss consequences of not looking after pets properly ◆ Ask a visitor questions about a pet ◆ Ask a visiting vet questions about their job ◆ Look at books and videos about farm animals and pets ◆ Empathise with 'The little Red Hen' ◆ Talk about the behaviour of the other lazy animals in the story ◆ Recount personal account of being afraid of a pet animal (snake, rat, lizard etc.) & counteracting the fear 	<p>Pet Club</p> <p>Visitor- Blue Cross vet</p>

Foundation Stage Medium Term Planning - Communication and Language Term Summer 1 (Farm and Pets) Class N

Learning Intentions EYFS Development matters statements(30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Listening and Attention</p> <ol style="list-style-type: none"> 1. Listen to others, one to one or in small groups, when conversation interests them 2. Listen to stories with increasing attention and recall 3. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories 4. Focus attention 5. Is able to follow directions <p>Understanding</p> <ol style="list-style-type: none"> 6. Understand use of objects 7. Show understanding of prepositions, such as 'under,' 'on top' 'behind' by carrying out an action or selecting correct picture 8. Respond to simple instructions 9. Begin to understand 'why' and 'how' questions <p>Speaking</p> <ol style="list-style-type: none"> 10. Beginning to use more complex sentences to link thoughts 11. Can retell a simple past event in correct order 12. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences 13. Question why things happen and give explanations 14. Use a range of tenses 15. Use intonation, rhythm and phrasing to make the meaning clear to others 16. Use vocabulary that reflects the breadth of their experiences 17. Build up vocabulary that reflects the breadth of their experiences 18. Use talk in pretending that objects stand for something else in play 	<ul style="list-style-type: none"> ◆ Talk about personal experiences in circle times and discussions. ◆ Use imaginative talk in role play, small world play, puppet play ◆ Listen attentively in group times, play and to audio tapes ◆ Converse with others in all classroom areas ◆ Structured and unstructured discussions linked to books, topics, routines, events etc. ◆ Look at books alone/with others ◆ Bring and take library books home ◆ Talk about pictures in books ◆ Retell familiar stories in role-play and small world etc. ◆ Join in stories, rhymes, songs ◆ Link own experiences to books ◆ Make up stories inspired by books, poems, pictures, music... ◆ Make marks to signify writing ◆ Write name at every opportunity - model labels, on any work on paper ◆ Practice forming letters and patterns using pens, pencils, crayons, chinks, paints, sand, tea leaves, shaving foam 	<p>Texts: 'Old MacDonald Had a Farm' 'Farmer Duck' 'Cows in the Kitchen' 'Chicken Licken' 'The little Red Hen' 'The Perfect Pet' 'Six Dinner Sid' 'The Great Pet Sale' 'Drat that fat cat'</p> <p>Non Fiction 'On the Farm' 'A First look at Animals' 'Animal Babies on the farm' 'A Day at Greenhill farm' 'Me and my pet cat' 'Me and my pet dog'</p> <ul style="list-style-type: none"> ◆ Circle time-Ask pet owner questions about their pets ◆ Change role play into a Vet's surgery ◆ Listen to texts on tape-recorder ◆ Retell texts with props/small world toys/puppets ◆ Focus on instructions for looking after and feeding pet ◆ Thank you card to visitor ◆ Form letters in name correctly using pens, paints, sand, by labelling models and writing name on work 	<p>Pet club</p> <p>Visitor- Blue Cross vet</p>

Foundation Stage Medium Term Planning - Literacy

Term Summer 1 (Farm and Pets) Class N

Learning Intentions EYFS Development matters statements(30-50 months)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Reading</p> <ol style="list-style-type: none"> 1. Enjoy rhyming and rhythmic activities 2. Show awareness of rhyme and alliteration 3. Recognise rhythm in spoken words 4. Listen to and join in with stories and poems, one to one and also in small groups 5. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories 6. Beginning to be aware of the way stories are structured 7. Suggest how the story might end 8. Listen to stories with increasing attention and recall 9. Describe main story, events and principal characters 10. Show interest in illustrations and print in books and print in the environment 11. Recognise familiar words and signs such as own name and advertising logos 12. Look at books independently 13. Handle books carefully 14. Know information can be relayed in the form of print 15. Hold books the correct way up and turn pages 16. Know that print carries meaning and ,in English, is read from left to right and top to bottom <p>Writing</p> <ol style="list-style-type: none"> 17. Sometimes give meaning to marks as they draw and paint 18. Ascribe meaning to marks that they see in different places 	<ul style="list-style-type: none"> ◆ Talk about personal experiences in circle times and discussions. ◆ Use imaginative talk in role play, small world play, puppet play ◆ Listen attentively in group times, play and to audio CDs ◆ Converse with others in all classroom areas ◆ Structured and unstructured discussions linked to books, topics, routines, events etc. ◆ Look at books alone/with others ◆ Bring and take library books home ◆ Talk about pictures in books ◆ Retell familiar stories in role-play and small world etc. ◆ Join in stories, rhymes, songs ◆ Link own experiences to books ◆ Make up stories inspired by books, poems, pictures, music... ◆ Make marks to signify writing ◆ Write name at every opportunity - model labels, on any work on paper ◆ Practice forming letters and patterns using pens, pencils, crayons, chinks, paints, sand, tea leaves, shaving foam 	<p>Texts: 'Old MacDonald Had a Farm' 'Farmer Duck' 'Cows in the Kitchen' 'Chicken Licken' 'The little Red Hen' 'The Perfect Pet' 'Six Dinner Sid' 'The Great Pet Sale' 'Drat that fat cat'</p> <p>Non Fiction 'On the Farm' 'A First look at Animals' 'Animal Babies on the farm' 'A Day at Greenhill farm' 'Me and my pet cat' 'Me and my pet dog'</p> <ul style="list-style-type: none"> ◆ Circle time-Ask pet owner questions about their pets ◆ Change role play into a Vet's surgery ◆ Listen to texts on tape-recorder ◆ Retell texts with props/small world toys/puppets ◆ Focus on instructions for looking after and feeding pet ◆ Thank you card to visitor ◆ Form letters in name correctly using pens, paints, sand, by labelling models and writing name on work 	<p>Pet club</p> <p>Visitor-Blue cross vet</p>

Learning Intentions EYFS Development matters statements(30-50 m)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Numbers</p> <ol style="list-style-type: none"> 1. Use number names and number language spontaneously 2. Use number names accurately in play 3. Recite numbers in order to 10 4. Know that numbers identify how many objects are in a set 5. Beginning to represent numbers using fingers, marks on paper or pictures 6. Sometimes matches numeral and quantity correctly 7. Shows curiosity about numbers by offering comments or asking questions 8. Compare 2 groups of objects, saying when they have the same number 9. Show an interest in number problems 10. Separate a group of 3 or 4 objects in different ways, beginning to realise that the total is still the same 11. Show an interest in numerals in the environment 12. Show an interest in representing numbers 13. Realises not only objects can be counted, including steps, claps or jumps <p>Shape, Space and Measure</p> <ol style="list-style-type: none"> 14. Show an interest in shape and space by playing with shapes or making arrangements with objects 15. Show awareness of similarities of shapes in the environment 16. Use positional language 17. Show interest in shape by sustained construction activity or by talking about shapes or arrangements 18. Show an interest in shapes in the environment 19. Use shapes appropriately for task 20. Begin to talk about the shapes of everyday objects 	<ul style="list-style-type: none"> ◆ Sing number songs and rhymes ◆ Count 1-5, 1-10 ◆ Count a set of objects ◆ Estimate a number and check by counting ◆ Recognise numerals to 10 ◆ Match numbers to dots, words, sets, ◆ Trace numerals in air, on floor, on hands ◆ Record numbers - class labels, blank number line, number frieze ◆ Use ordinal number - lining up, race, beads, pages in book, dates, lines of objects 	<ul style="list-style-type: none"> ◆ Solve simple practical problems - pose questions like 'How many little ducks/frogs/ currant buns etc. are left now?' ◆ Contribute to graph showing number of legs for various animals ◆ Collect information in a survey about favourite farm animals and count responses ◆ Represent information about favourite pets ◆ Ask and answer questions about the above activities ◆ Use domino sets using dots up to 12. ◆ Sort sets of farm animals into separate fields on small world farm- Count animals in each field ◆ Explore animal patterns ◆ Use positional language when playing with small world farm 	<p>Pet club</p> <p>Visitor- Blue Cross vet</p>

Foundation Stage Medium Term Planning - Understanding the World

Term Summer 1 (The Farm and Pets)

Class N

Learning Intentions EYFS Dev matters statements(30-50 m)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>People and Communities</p> <ol style="list-style-type: none"> 1. Show interest in the lives of people who are familiar to them 2. Remember and talk about significant events in their own experience 3. Recognise and describe special times or events for family or friends 4. Show interest in different occupations and ways of life 5. Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family <p>The World</p> <ol style="list-style-type: none"> 6. Comment and ask questions about aspects of the familiar world 7. Can talk about some of the things they have observed, such as plants, animals, natural and found objects 8. Talk about why things happen and how things work 9. Develop an understanding of growth, decay and changes over time 10. Show care and concern for living things and the environment <p>Technology</p> <ol style="list-style-type: none"> 11. Know how to operate simple equipment 12. Show an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones 13. Show skill in making toys work by pressing parts or lifting flaps 14. Know that information can be retrieved from computers 	<ul style="list-style-type: none"> ◆ Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc. ◆ Talk about events in home lives. ◆ Observe things closely, record through drawing and modelling ◆ Discuss changes, patterns, similarities and differences e.g. observe and record the weather daily on our calendar ◆ Use computers, calculators, programmable toys, CDs, cameras, mobiles, telephones etc. confidently ◆ Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork ◆ Use small world and role play to explore other lives and environments ◆ Visit other people and places ◆ Find out about the world through looking at books, pictures, artefacts, talking to visitors ◆ Develop language of time through sequencing events and daily routines 	<ul style="list-style-type: none"> ◆ Find out about life cycles, food that farm animals and pets eat and special features by looking at books and videos ◆ Closely observe farm animals in the outside environment ◆ Draw pictures of animals - colour, patterns, size, legs ◆ Paint pictures of the life cycle of a chick ◆ Focus on information books about animals ◆ Go on a visit to Sherwood forest farm park- find out answers to questions during the visit ◆ Ask vet questions about the animal treated ◆ Ask questions during pet club ◆ Sort farm animals in small world farm ◆ Listen to stories on the classroom tape recorder ◆ Draw pets on 2Simple ◆ Use internet to find out more about animals ◆ Make construction models of animals 	<p>Pet club</p> <p>Visitor- Blue Cross vet</p>

Learning Intentions EYFS Development matters statements(30-50 m)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Moving and handling</p> <ol style="list-style-type: none"> 1. Move freely and with pleasure and confidence in a range of ways 2. Mount stairs, steps or climbing equipment using alternate feet 3. Walk downstairs, two feet to each step while carrying a small object 4. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles 5. Can momentarily stand on one foot when shown 6. Can catch a large ball 7. Draw lines and circles using gross motor movements 8. Use one handed tools and equipment 9. Hold pencil between thumb and two fingers, no longer using whole hand grasp 10. Hold pencil near point between first two fingers and thumb and use it with good control 11. Can copy some letters <p>Health and Self-care</p> <ol style="list-style-type: none"> 12. Can tell adults when hungry or tired or when they want to rest or play 13. Observe the effects of activity on their bodies 14. Understands that equipment and tools have to be used safely 15. Gain more bowel and bladder control and can attend to toileting needs most of the time themselves 16. Can usually manage washing and drying hands 17. Dresses with help 	<p>Gross motor</p> <ul style="list-style-type: none"> ◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area ◆ Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc. <p>Fine motor</p> <ul style="list-style-type: none"> ◆ Solve range of jigsaws ◆ Sewing - cards, holes punched in paper ◆ Threading beads, reels, pasta, shapes etc. ◆ Dressing up ◆ Make collages/models using scissors, glue, tape, paper, junk ◆ Use paintbrushes and mark-makers ◆ Play with sand and water toys, ◆ Use computer keys and mouse ◆ Model with dough, clay, plasticine rolling pins and cutters, etc. ◆ Explore textures e.g. gravel, talc, <p>Health</p> <ul style="list-style-type: none"> ◆ Adopt healthy and hygienic routines throughout the school day 	<ul style="list-style-type: none"> ◆ Explore ways of travelling by making pathways <ul style="list-style-type: none"> - follow skipping ropes to make pathways - travel in straight pathways to 3 places on different body parts - run making curved patterns - travel in curved then straight paths - travel on apparatus in curved/straight paths - travel backwards and sideways in curves and straight lines ◆ Create dances <ul style="list-style-type: none"> - contrast speeds slow and fast - explore directions - follow different pathways - explore body shape ◆ Make junk models of animals ◆ Play with clay ◆ Make a collage of a pet ◆ Observation paintings of pets ◆ Print animal patterns 	<p>Pet club</p> <p>Visitor- vet</p>

Learning Intentions EYFS Development matters statements(30-50m)	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Exploring and Using Media and Materials</p> <ol style="list-style-type: none"> 1. Enjoys joining in with dancing and ring games 2. Sing a few familiar songs 3. Begin to move rhythmically 4. Imitate movement in response to music 5. Tap out simple repeated rhythms 6. Explore and learn how sounds can be changed 7. Explore colour and how colours can be changed 8. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects 9. Begin to be interested in and describe the texture of things 10. Use various construction materials 11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces 12. Join construction pieces together to build and balance 13. Realise tools can be used for a purpose <p>Being Imaginative</p> <ol style="list-style-type: none"> 14. Develop preferences for forms of expression 15. Use movement to express feelings 16. Create movement in response to music 17. Sing to self and make up simple songs 18. Make up rhythms 19. Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there 20. Engage in imaginative role play based on first hand experiences 21. Builds stories around toys 22. Use available resources to create props to support role play 23. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<p>Spontaneous learning opportunities and ongoing</p> <ul style="list-style-type: none"> ◆ Collage with different fabrics, papers, foods and materials ◆ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper. ◆ Printing with string, shapes, sponges ◆ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper. ◆ Modelling with junk, clay, dough, construction ◆ Recreate and make up new characters and stories through imaginative and small world play ◆ Make music through singing, body sounds, classroom objects and musical instruments ◆ Listen to a wide range of music from around the world and from different times ◆ Respond to music through painting, drawing and writing ◆ Dance to a range of music from around the world and from different times 	<p>Planned activities</p> <ul style="list-style-type: none"> ◆ Make a collage of a pet ◆ Observation painting of a pet ◆ Play with clay ◆ Print animal patterns ◆ Make junk models of animals ◆ Sew around an animal picture card ◆ Paint/print symmetrical butterflies ◆ Model dough animals ◆ Role play scenes in the vet's surgery ◆ Small world play with the farm animals ◆ Sing songs relating to farm animals eg. 'Old MacDonal had a farm', 'Baa Baa black/ white sheep', '5 little ducks' 'Hey diddle diddle' 'Cows in the kitchen' 	<p>Resources, events, outings and visitors</p> <p>Pet club</p> <p>Visitor-Blue Cross vet</p>