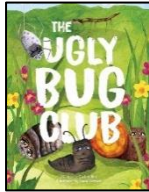
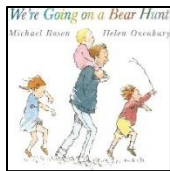
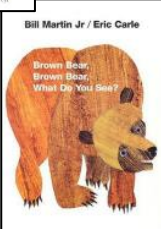


Foundation Stage 1 Medium Term Plan

Summer Term 5

Weeks	Core books & rhymes	Skills and Activities	Home support ideas
1/2	 <p><i>Good Morning</i> <i>Good afternoon</i> <i>Make a Circle</i> <i>Incey Wincey Spider</i> <i>Little Arabella Miller</i></p>	<p>I can find myself on my self-registration card – Starting to recognise first names when written down.</p> <p>I can sing a song – Joining in with Incey Wincey Spider and Little Arabella Miller songs, and also the ‘Make a Circle’ song at snack time.</p> <p>I can make marks and try drawing a circle – Using crayons, pencils and paint, I can have a go at making a circle to turn in to a drawing of a bug.</p> <p>I can manage my belongings – Carrying my own bags/putting away my water bottle/hanging up my coat on my peg/being able to put on my own coat using the flip trick if necessary.</p> <p>I can use new vocabulary – Talking about the bugs and using their names in The Ugly Bug Club story.</p> <p>I can talk about – Start to use conversation in my role play, in the home corner, dressing up and when using construction.</p> <p>I can manage my toileting independently – Using the toilet at Nursery on my own and knowing how to flush the toilet and wash my hands, understanding in simple terms why we need to be hygienic.</p>	<p>Supporting your child to:</p> <ul style="list-style-type: none"> • follow positional language by asking them to put things on top of, under and by the side of something else. • find and sing along with Incey Wincey Spider and Little Arabella Miller on YouTube. • go on a bug hunt in the garden or park and draw and talk about what you see. • find out why bugs are such an important part of our world even though they are so small. • look at the key vocabulary and talk about it with you. • practise getting dressed independently.
3/4			
Summer/minibeasts	Around the world		

Foundation Stage 1 Medium Term Plan

5/6	 		<p>Independently offers a turn to another child – Be able to share a toy when we are independently choosing our learning.</p> <p>Have a go at asking simple questions – Spontaneously ask a question that relates to our senses.</p> <p>Express thoughts and emotions through words and facial expressions – In response to our Jigsaw Jeni sessions, talk about how we feel.</p> <p>Talk about my 5 senses and how I use them each day – Thinking about the things that I can touch, hear, taste, smell and see.</p> <p>Have a go at finding things that are longer and shorter than each other – Look at objects around me and say if they are long or short.</p> <p>To be able to choose colour and texture when making pictures and collages – Experiment with different materials to make a bear picture and models.</p>		<p>Supporting your child to:</p> <ul style="list-style-type: none"> • talk about their senses of sight, touch, smell, hearing and taste. • talk about what questions are, using words such as <i>why?</i>, <i>how?</i>, <i>what?</i>. • play a senses game where you have a feely bag and put in mystery objects. • practise asking questions about their day and reinforce the idea about really listening to each other. Talk about how we look at each other when we are REALLY listening. • say whether something is long or short, tall or small. • find the YouTube video of Michael Rosen reading <i>We're Going on a Bear Hunt</i> and watch it together. 		
Senses	<p><i>Good Morning</i> <i>Good Afternoon</i> <i>Heads Shoulders Knees and Toes</i></p>						
CL	PSED	PD	Literacy	Maths	UW	EAD	
<p>Listen, enjoy and answer questions about rhythmic patterns and rhymes and stories.</p> <p>Understand and follow two step instructions.</p> <p>Respond to a given question using a short sentence answer.</p> <p>Talk about people and things that are not present and events that have happened.</p>	<p>Enjoy sharing in play.</p> <p>Begin to understand how we make friends.</p> <p>Begin to use <i>me, I</i> and <i>you</i> in their talk.</p> <p>Feel strong enough to express a range of emotions and use calming techniques when annoyed or upset.</p> <p>Be able to use the toilet independently.</p> <p>Talk about how we do things to have good relationships and what we want our friends to be like.</p> <p>Reflect on who is in their family.</p>	<p>Be able to use our bodies in a range of ways: <i>sitting, walking, running, jumping, stretching, skipping, twisting</i> and <i>hopping</i>.</p> <p>Fit ourselves in to a den that we have built ourselves.</p> <p>Build independently using a range of resources.</p> <p>Start to use different tools such as pencils, paintbrushes and scissors.</p>	<p>Tune in to songs and rhymes.</p> <p>Sing songs and start to find rhymes.</p> <p>Have favourite books and be able to talk about what it is that we like about them.</p> <p>Be able to handle a book.</p> <p>Develop play around favourite stories.</p> <p>Enjoy drawing freely.</p> <p>Talk about our drawings and what they mean to us.</p> <p>Start to say initial sounds in words.</p>	<p>Take part in finger rhymes with numbers.</p> <p>Be able to sequence a collection of objects, notice patterns and arrange things in patterns.</p> <p>Be able to subitise a collection of objects up to 5.</p> <p>Be able to use and follow positional language</p> <p>Start to use the words <i>more than</i> and <i>fewer than</i>.</p> <p>Use 2D shape vocabulary.</p>	<p>Use vocabulary relating to the wider world.</p> <p>Be curious about people near and far and show an interest in stories.</p> <p>Make connections between features of our family and other families.</p> <p>Remember where objects belong.</p> <p>Experiment with toys that have buttons, flaps and switches.</p> <p>Talk about the weather each day.</p>	<p>Explore our voices and the different sounds that they make.</p> <p>Join in with songs and rhymes, using varying volumes of sound.</p> <p>Enjoy and take part in action songs.</p> <p>Start to develop pretend play.</p> <p>Explore different materials using all of our senses to investigate them.</p> <p>Use creative techniques to explore individual creativity.</p>	

Foundation Stage 1 Medium Term Plan

Vocabulary	hello, hi, goodbye, please, thank you, help, sorry, friends, sharing, take turns, who? when? how? what? why? adult, girl, boy, he, she, bag, peg, water bottle, fruit, snack, toilet, coat, story book, door, window, home time, choose, learning, inside, outside, start, stop, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, one, two, three, four, five, hands, fingers, thumbs, pencil, toys, learning, morning, afternoon, night, day, breakfast, lunch, dinner, same, different, sorting, tidying, book, bricks, mother, father, sister, brother, cousins, family, friends, kind, listening, safe, ordering, pattern, in front of, behind, by the side of, under, on top of, more than, fewer than, shapes, square, triangle, rectangle, oval, circle, pentagon, hexagon, caterpillar, ladybird, butterfly, slug, woodlouse, spider, fly, bugs, insects, wings, legs, antennae, world, maps, Earth, planet, sea, land, air, travel, here and there, bear, brown, grass, river, mud, soil, summer, Noah's Ark, creation story, animals, rain, dove, senses, smell, taste, touch, sight, feel, see, sour, sweet, hear.
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