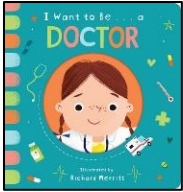
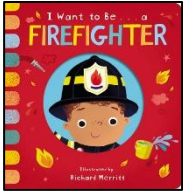
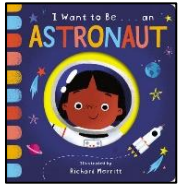

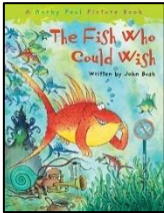
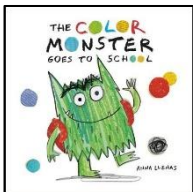


Foundation Stage 1 Medium Term Plan

Summer Term 6

Weeks	Core books & rhymes	Skills and Activities	Home support ideas
1/2 People Who Help Us Real Superheroes	  <i>Good Morning</i> <i>Good afternoon</i> <i>Make a Circle</i> <i>Miss Polly had a Dolly</i> <i>London Bridge is Falling Down</i>	<p>I can recognise my name, myself and others in my class - Using the self-registration cards, find myself and my Nursery friends.</p> <p>I can sing a song – Joining in with Miss Polly Had a Dolly and London Bridge is Falling Down.</p> <p>I can hold a pencil, make marks and talk about my drawings – Using crayons, pencils and paint, I can have a go at drawing a person featuring a head, body, arms, legs, hand and fingers.</p> <p>I can manage my belongings and be ready for warmer weather - Carrying my own bags/putting away my water bottle/make sure I have sun cream on and have enough water.</p> <p>I can use new vocabulary – Talking about the names of people who help us.</p> <p>I can ask and respond to a question – Start to use conversation in my role play, in the home corner, dressing up, story time and construction.</p> <p>I can manage my toileting independently – Using the toilet at Nursery on my own and know 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 to put things on top of, under and by the side of something else. • find and sing along with Miss Polly had a Dolly and London Bridge on YouTube. • find out about what doctors and firefighters do. • practise getting dressed independently. • look at the key vocabulary and talk about it with you. • talk about the phrase ‘real superhero’ and how it means someone who helps us a lot in real life.
3/4 People Who Help Us Real Superheroes	  <i>Good Morning</i> <i>Good afternoon</i> <i>ABC song</i> <i>Head Shoulders Knees Toes</i>	<p>I can join in with simple songs – The ABC song and Heads, Shoulders knees and toes.</p> <p>I can respond to a greeting – Choose a greeting from the greetings board.</p> <p>I know which day is a school day – I can repeat the days of the week on the class calendar, try to say them in the correct order and attempt to predict the current day.</p> <p>I can handle a book - Choose a book from the Foundation Stage library or the Snack Time Book Box, hold it and be able to turn the pages in the correct direction and talk about the story.</p> <p>I can use vocabulary about my learning – Talk about the key vocabulary words.</p> <p>I can count out objects up to 10 – Using objects from Nursery, count them out when randomly arranged.</p> <p>Remember where objects belong – Join in with sorting the toys in Nursery, particularly at Tidy-up time, ensuring that they are colour-sorted in the home corner and books are sorted in to the correct areas, understanding that it is a shared activity.</p> <p>Experiment with the sounds that instruments I have made myself make – Using a drum or shaker that I have made myself, talk about the differences in sounds.</p>	<p>Supporting your child to:</p> <ul style="list-style-type: none"> • talk about the greetings board and how they would like to welcome the adults at Nursery. • share books and talk about how to turn the pages. • find out about how we can all be ‘Real Superheroes’ by making changes to our world - refer to the Small Steps Big Change book. • share their library book at home and say what they liked about it. • talk about what they enjoyed at school today. • find the ABC and Head, Shoulders Knees and Toes songs on YouTube. • count out up to 10 randomly arranged objects.

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<p>5/6/ 7/8</p>	 	<p>Independently offers a turn to another child – Be able to share a toy when independently choosing our learning and start to resolve conflict if the other child does not want to share.</p> <p>Have a go at asking simple questions – Spontaneously ask a question that relates to the sea or meadow.</p> <p>Express thoughts and emotions through words and facial expressions – In response to our Jigsaw Jeni sessions, talk about how we feel about the changes ahead.</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 and making patterns – Look at and make patterns from objects around me at home and school.</p> <p>To be able to choose colour and texture when making pictures, collages and accessories for The Summer Festival – Experiment with different materials to make headbands, wristbands and decorations.</p>				<p>Supporting your child to:</p> <ul style="list-style-type: none"> • talk about our senses of sight, touch, smell, hearing and taste. • talk about their feelings each day and discuss how they are feeling about moving classes in September (if they are). • look for patterns around them outside and in the home. • 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. • think about their outfit for the festival day. • make a drum at home out of a box or container and talk about how they are recycling an object as well as about the sound it makes. • look at the key vocabulary.
<p>Under The Sea, In The Meadow and The Summer Festival</p>	<p><i>Good Morning</i> <i>Good Afternoon</i> <i>If You're Happy and You Know It</i> <i>I Had a Tiny Turtle</i></p>					
CL	PSED	PD	Literacy	Maths	UW	EAD
<p>Listen, enjoy and answer questions about rhythmic patterns, 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 our feelings and responses to events that have happened.</p>	<p>Enjoy sharing in our 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/write 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 10.</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 vocabulary relating to the wider world.</p> <p>Be curious about our planet, whether on land or in water.</p> <p>Make connections between features of our family and other families.</p> <p>Know about people in our community who help us.</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 instruments 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, doctor, firefighter, real superhero, helping, astronaut, change, world, transition, new class, meadow, under the sea, fish, turtles, flowers, insects, festival, instruments, drum, shaker, Summer, sun cream, water, hydrate, cool, hot, cold, warm, temperature, climate, environment.