

MEDIUM TERM PLANNING FOR EARLY YEARS - In the Garden

Summer TERM 2 2023		Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Important Events		Planetarium	FS2 induction evening FS2 café	Men Behaving Dadly	FS1 induction evening Books for Breakfast	FS2 visit to Herrings Green Activity Centre Proms in the Playground	FS1 visit to Thrift Farm FS2 Sports	FS1 sports Family Picnic
Focus text		Errol's Garden Gillian Hibbs https://www.youtube.com/watch?v=8-L0mdrphGI	Jasper's Beanstalk Mick Inkpen Ruby plants a radish Kate Petty and Axel Scheffler https://www.youtube.com/watch?v=E114ksVUWx0	Ben plants a butterfly garden Axel Sheffler https://www.youtube.com/watch?v=qjk-K37LJ4s	Aarghhh Spider! Lydia Monks The girl who loves bugs Lily Murray https://www.youtube.com/watch?v=btctO8asZ3E	Yucky Worms Vivien French https://www.youtube.com/watch?v=MV3A864z9W0	Superworm Julia Donaldson https://www.youtube.com/watch?v=4pZwNie69n8	Planning an Ugly Bug Ball
Communication and Language	FS1	Use longer sentences and start to link ideas. Discuss the focus text in order to plan our own FS1 garden. What would they like to grow? How could we grow these things? News telling from holidays	Use longer sentences and start to link ideas. To increase awareness of words that rhyme and to develop knowledge about rhyme. Phonics activities reinforcing rhyme (Aspect 4, activity 9)	To increase awareness of alliteration and words that start with the same sound Phonics activities reinforcing alliteration (Aspect 5)	Answer questions about why something has happened. Answering questions about bugs, reinforce lifecycles	Building their bank of words and ask meaning of new words and trying to use in context Using vocabulary linked to the topic I can experiment with voice sounds	Building their bank of words and ask meaning of new words and trying to use in context Using vocabulary linked to the topic To develop oral blending and segmenting of sounds in words Using cvc words, focus on oral blending and segmenting	>>>>>>>

	FS2	<p>Building their bank of words and asking meaning of new words and trying to use in context.</p> <p>Learning map- Prior knowledge, what do we want to learn, questions we want answered. Discuss focus text in order to plan their own garden. What would they grow? What do they need in order to grow?</p>	<p>Demonstrate understanding of what has been read to them by retelling.</p> <p>Discussion around how we grow a seed-how do we care for it?</p>	<p>Use talk to work out problems and organise thinking</p> <p>Can they follow instructions when making caterpillars and butterflies? (understanding-following a 1/2 part instruction)</p>	<p>Building their bank of words and asking meaning of new words and trying to use in context.</p> <p>Make and describe their own minibeast-descriptive language</p>	<p>Use talk to work out problems and organise thinking</p> <p>Discussion about worms and where you might find them. What do worms do that helps us? Refer to book for ideas.</p>	<p>Building their bank of words and asking meaning of new words and trying to use in context.</p> <p>Design your own superhero minibeast</p>	<p>Discussing when planning their Ugly Bug Ball What have they learnt about minibeasts?</p>
Literacy	FS1	<p>Use longer sentences and start to link ideas.</p> <p>Key worker groups-news telling from the holiday and learning map</p>	<p>Recognise written name and hears initial sound</p> <p>Re-introduce self-registration and activities to focus on initial sound</p>	<p>To be able to engage in book talk, eg, author, illustrator and title.</p> <p>Sequencing the story, (Link to UTW)</p>	<p>Shows awareness of sounds and is able to make sounds.</p> <p>Rhyme relating to story</p>	<p>Attempts to write their name</p> <p>Focus on name writing</p>	<p>Give meaning to their marks</p> <p>Mark-making-Drawing lines to make a wiggly worm</p>	<p>Give meaning to their marks</p> <p>Mark-making on invitation to the ball</p>
	FS2	<p>Knows that information can be retrieved from books and computers</p> <p>Use computer and printed copies of non-fiction books to find out how to grow a seed.</p>	<p>Writes a simple sentence that can be read by themselves and others</p> <p>Write simple instructions to plant a radish (First, Then, Next)</p>	<p>Is aware of the order of a story, beginning, middle and end</p> <p>Sequencing the story (butterfly lifecycle)</p>	<p>Writes a simple sentence that can be read by themselves and others</p> <p>Write a sentence about your</p>	<p>Can engage with a variety of texts</p> <p>Write simple descriptive poems about worms..</p>	<p>Can segment sounds in simple words and blend them together</p> <p>Design and write about your superhero mini-</p>	<p>Can segment sounds in simple words and blend them together</p> <p>Invitation and menus for Ugly Bug ball</p>

		What do they need to grow?			favourite bug- "I like it is"		beast- what would your superhero minibeast superpower be?	
Mathematics	FS1	<p>Join in with number songs and rhymes, showing some awareness of counting</p> <p>Minibeast number hunt- Number recognition up to 5/10</p>	<p>Create and extend ABAB patterns</p> <p>Patterns- Continue a repeating pattern using vegetable printing</p>	<p>Explore measures, including weight, length and capacity</p> <p>Comparison of weight- heavy/light</p>	<p>Understand the use of positional language</p> <p>1-1 counting, representing a number Prepositional language</p>	<p>Interest in counting objects, movements, claps</p> <p>Data handling, favourite minibeast</p>	<p>Explore measures, including weight, length and capacity.</p> <p>Comparison and ordering length of worms</p>	<p>Join in with number songs and rhymes, showing some awareness of counting.</p> <p>Number recognition- 5/10 Leaves and pegs</p>
	FS2	<p>Develop understanding of the concept of half for objects and amounts by sharing fairly</p> <p>Halving by sharing fairly</p>	<p>Develop use of Numicon to represent money</p> <p>Solve simple addition and subtraction number sentences using resources</p> <p>Adding amounts of money (totals up to and within 10) Methods of recording</p>	<p>Solve real life problems involving measures</p> <p>Using time words and ordering events</p>	<p>Count on or back from any given number up to 10</p> <p>Know 1 more and 1 less for teen numbers</p> <p>Order numbers to 20 Finding less/fewer linked to subtraction within 5) 1 more 1 less revisit assessment</p>	<p>Solve real life problems involving measures</p> <p>Measuring and data handling (favourite minibeast) Order by length</p>	<p>Solve real life problems involving measures</p> <p>Sports day Problem solving (measures)</p>	<p>Explore, describe and continue patterns using familiar numbers</p> <p>Patterns in numbers (2s doubles, 5s and 10s)</p>
Understanding the World	FS1	<p>Talk about the daily weather and link to seasons</p> <p>Start a weather chart- Every day discuss what the weather is like and match a</p>	<p>Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water)</p> <p>Plant a bean. Discuss what they need to</p>	<p>Talk about the daily weather and link to seasons</p> <p>Different clothes for different weathers- pack a suitcase</p>	<p>Shows interests in different animals and sound they make</p>	<p>Ask questions about objects, events and animals observed in their environment</p> <p>Minibeast hunt</p>	<p>Ask questions about objects, events and animals observed in their environment</p>	<p>Transition activities</p>

		symbol onto a weather chart	grow. Monitor growth for the next 4 weeks.	depending on the weather	The Lifecycle of a butterfly- ordering pictures		Make a bug hotel using natural materials	
	FS2	<p>Knows parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil,)</p> <p>Learning map as C and L.</p> <p>Discussion about growing, what we could grow, what plants need to grow?</p> <p>Learning focussed around discussion from learning map</p> <p>Science lesson 1- Introduce the topic of growing. What do seeds need to germinate? Look through the PowerPoint, Lifecycle of a Plant.</p>	<p>Knows parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil,)</p> <p>Growing activity- Put a seed in a pot and observe changes What would it need to grow?</p> <p>Science lesson 2- Recap previous session and with Talking Partners/ keyworker groups, what do plants need to grow. Plant radishes and discuss where to keep them.</p>	<p>Makes observations about objects, events and animals and can answer questions</p> <p>Lifecycles- The Lifecycle of a butterfly- ordering pictures and words</p> <p>Science lesson 3- Introduce the topic of minibeasts. What do the children already know, what do they want to learn/ questions they want answered?</p>	<p>Understands that animals live in different habitats</p> <p>Spider powerpoint- facts about spiders</p> <p>Make a bug hotel using natural materials</p> <p>Science lesson 4- Go outside on a minibeast hunt. Look for habitats where you might find minibeasts, eg, under logs/stones Take photos of found minibeasts and use to identify species.</p>	<p>Develops an understanding of locational knowledge – beach, city, river, country</p> <p>My environment- Draw a map of school/classroom</p> <p>Science lesson 5- Make a minibeast hotel using natural resources. Discuss which materials to use and where to put it.</p>	<p>Develops an understanding of locational knowledge – beach, city, river, country</p> <p>My environment Draw a route to school</p> <p>Science lesson 6- Children to make their own fact file on minibeasts. Choose their minibeasts, draw them and write a sentence.</p>	<p>What have they learnt about growing and minibeasts- Revisit the learning map and discuss answered questions</p>
Expressive arts and Design	FS1	<p>To use simple tools and techniques competently Learning to use glue stick, glue and spreaders to join materials</p> <p>Nature art insects- using natural materials</p>	<p>To use simple tools and techniques competently Talk about what they are drawing</p> <p>Draw a beanstalk, Jack, Giant and castle.</p>	<p>Explore and mix colours To use simple tools and techniques competently</p> <p>Caterpillar and butterfly art. Printing and painting. Colour</p>	<p>To use simple tools and techniques competently</p> <p>Spider cutting and sticking activity- -scissor skills</p>	<p>Talk about what they are drawing</p> <p>How to draw a ladybird</p> <p>Teacher to model.</p> <p>https://www.youtube.com/watch?v=Zlccg-xR-dec&t=25s</p>	<p>To use simple tools and techniques competently</p> <p>Fingerprint worm</p> <p>String print worm</p>	<p>Choose colour for a purpose</p> <p>Minibeast pebble painting</p> <p>Minibeast antennae headbands using mixed media.</p>

		to make own insects, eg, leaves for bodies, twigs for legs (see below)	Fingerprint leaves. Language of size.	mixing. Discuss symmetry.	Make a bug using mixed media. Use to make a class collage.		Free painting of the farm visit with photographs as a reference.	
	FS2	Creates a simple collage Nature art insects- using natural materials to make own insects, eg, leaves for bodies, twigs for legs (see below)	Responds to pictures, stories and objects with sound Making musical instruments out of recycled materials	To use simple tools and techniques competently Caterpillar and butterfly art Make a caterpillar using egg boxes Make a butterfly using a tube (see below)	Creates a simple collage To use simple tools and techniques competently Make a spider with concertina legs Web printing with card and add own spider	Articulates what they are drawing to an adult How to draw a beetle https://www.youtube.com/watch?v=VbAbk9Sv-fg	Creates a simple collage To use simple tools and techniques competently Fingerprint worm String print worm	Uses paints and brushes to make a range of marks – dots, dabs, zigzags, wavy Minibeast pebble painting Minibeast antennae headbands
Physical Development	FS1	Can copy a sequence of actions. Recap on Write Dance movements	Can walk, run and stand on tiptoe P.E sessions- finding a space Moving in different ways	Can control a ball. Ball skills- rolling, throwing and catching	Use scissors with increasing control Spider peg activity developing scissor skills	Hold pencil with a tripod grip and s developed a hand preference Threading activity- Penne pasta/cheerios worms	Hold pencil with a tripod grip and develop a hand preference Peg the correct number onto a leaf	Put on socks and shoes. Put arms into coat unaided. Do up a zip to the top once started. Focus on independence skills
	FS2	Can copy a sequence of actions (gross motor) Writes lower case letters correctly (fine motor) PE - Can slide a bean bag towards a target (gross motor)	PE - Can throw underarm towards a target (gross motor) Paper curling to make paper snails (fine motor)	PE - Can roll a ball towards a target Can bounce and catch a ball with two hands (gross motor) Ball skills	PE - Can control a ball with a dominant foot Can move a ball towards a target with foot (gross motor) Concertina paper folding (fine motor)	PE - Develops skills needed for Sports Day (gross motor)	PE - Develops skills needed for Sports Day (gross motor) Threading activity- Penne pasta/cheerios worms (fine motor)	Can use new climbing frame with skill and safety (gross motor) Chopping food for Ugly Bug ball (fine motor)

Personal, Social and Emotional Development	FS1	Settling back into school routines Leaving carer happily	Can play a game led by an adult Follows others' play and plays collaboratively with others	Link to Communication and Language activities Communicates freely about own home and community, (key worker groups)	Understand the importance of and how to look after their teeth Understand healthy food choices Keeping Healthy-Exercise, eating sleeping hygiene	Understand the importance of and how to look after their teeth Understand healthy food choices >>>>>>>>>>>>>>>	Enjoys being part of the wider aspect of school – assemblies, parties Whole school events and transition activities-Accepting change	Enjoys being part of the wider aspect of school – assemblies, parties Self-reflection Highlights of the year
	FS2	Shares and take turns automatically Finds resolutions without conflict Value of the half term-Co-operation Keeping safe from germs	Makes healthy choices with regard to food, exercise and dental hygiene What is good for your body and your teeth? Knowing how to live a healthy life.	Can manage their own feelings in a range of situations What is good for your mind? Knowing ways to be mindful and promote wellbeing. Daily Mindfulness and sensory breaks.	Can manage and express their own feelings and emotions Expressing your emotions. How does it make you feel?	Develops relationships with peers and familiar adults How are we different and how are we the same sorting activity	Can express a range of feelings and emotions Transition activities-Accepting change	Can manage their own feelings in a range of situations Self-reflection Highlights of the year
Other recommended texts		What the Ladybird Heard https://www.youtube.com/watch?v=Mq_Pee53RpE	The Giant Jam Sandwich https://www.youtube.com/watch?v=2-HjO3P_IXs	The Very Quiet Cricket https://www.youtube.com/watch?v=YdiGEJz5b0Q	The Very Busy Spider https://www.youtube.com/watch?v=TfL0g-XRxnA	Spyder https://www.youtube.com/watch?v=5gX9138-pb4	Diary of a Worm https://www.youtube.com/watch?v=9y6MtlI5b0w	Snail Trail (From 50 secs!) https://www.youtube.com/watch?v=XsCgl6DobN4