

Feniscowles Primary School EYFS Medium Term Planning Summer 2 Going On Our Holidays Prime Areas

Physical Development

Gross Motor Skills

PE Passport: Fundamental Movement Skills

Children will learn to jump for distance.

Children will learn to land appropriately.

Children will hop on both feet.

Children will underarm throw for distance.

Children will overarm throw for distance.

Children will catch with increasing control.

Children will climb with confidence under, over and

Fundamental Movement Skills

Jumping for distance Running fast Hopping Catching

Travel on hands and feet Skipping Underarm throw Hopping Jumping for distance Catching Skipping Rolling a ball Skipping Marching Overarm throw Jumping for

distance Jump off equipment Bounce a ball Pat a ball Catching Travel on hands and feet Climbing Balancing on small and large body parts Balancing on one leg

PE Passport: Seaside

Children will balance on small body parts.

Children will travel on hands and feet.

Children will safely set out floor mats.

Children will show an increasing control over an object pushing and patting it.

Fundamental Movement Skills

Jump for distance Underarm throw Running Fast Crab walk Square bridge Jumping off an object Skipping Square bridge Jumping off an object Egg roll Pencil roll Teddy bear roll Forwards roll Rock and roll Balancing on small and large body parts Jumps

Personal, Social and Emotional Development

Self-Regulation Managing-Self Building Relationships

Puzzle 6 Changing Me

Piece 1 My Body

Children will be able to name parts of their body.

Piece 2 Respecting my Body

Children will be able to talk about some of the things they can do to stay healthy. Children will be able to talk about what they can do to stay healthy.

Piece 3 Growing Up

Children will understand that we all grow from babies to adults.

Piece 4 Fun and Fears (part 1)

Children will express how they feel about moving to Year 1.

Piece 5 Fun and Fears (part 2)

Children will talk about their worries and what they are looking forward to in Year 1.

Piece 6 Celebration

Children will share their thoughts about their best bits and memories from Reception.

Key Vocabulary: Change, Body, Healthy, Memories, Body parts, Enjoy, Respect.

Transition: Children will build relationships with Y1 teachers and become familiar with classrooms and provision.

Children will express their feelings about moving on and changing classes—use of worry monsters, reflection jars, feelings area..

Children will be involved in class swop days and visits to their new classrooms.

Children will be able to talk about what they are looking forward to next year.

Children will be able to discuss their hopes and dreams for the future.

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs .

Communication and Language

Listening, Attention and Understanding

Computing: Data Handling: Introduction to data, yes or no?

Children will understand how to sort and categorise objects. Children will be able to explain how items have been sorted and categorised.

Vocabulary: Sort, Categorise, Category, Group, Describe, Texture, Colour, Pattern, Size, Weight, Height, Length, More, Less, Count, In total, Altogether, Share, Divide, Equal

Computing: Data Handling: creating a branching database

Children will show an understanding of what a branch database is.

Children are they able to suggest a relevant questions Children are able to explain how they have categorised items Children will understand how to sort and categorise objects explain how items have been sorted and categorised. Children will explore and understand the concept of branch databases

Vocabulary: Branch database, Sort, Categorise, Category, Group, Describe, Texture, Colour, Pattern, Size, Weight, Height, Length, More, Less, Count, In total, Altogether, Share, Divide, Equal

Computing: Data Handling : Exploring Pictograms

Children will learn to interpret a basic pictogram

Children will understand how to represent data in a pictogram

Children will understand how to read a simple pictogram

Vocabulary: Pictogram, Graph, Column, Row, Square, Data, Collect, Record, Count, More, Less, In total, Altogether, Most popular, Least popular

Speaking (R.E/ P,C&C)

What is special about our world?

Children will be able to talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world.

Children will be able to talk about the wonders of the natural world, expressing ideas about how it was made and their feelings towards nature.

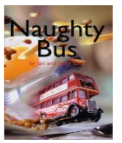
Children will be able to re-tell the story of creation from Genesis 1, talking about what it says about the world, God and human beings.

Children will be able to express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel/ Muhammad and the Kittens.

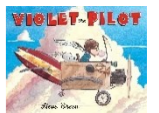
Children will talk about what people do to mess up the world and what they do to look after it.

Children will talk about their own experiences and feelings about when the world is and is not looked after.

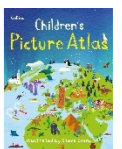
The Naughty Bus - Oke



Violet the pilot - Breen



Children's Picture Atlas



Maths

Number/ Numerical Patterns

Geometry– Properties of shape

Children will review 2D shapes and explore the idea that shapes can have other shapes within them. Children will learn that composing and decomposing shapes can then be linked to partitioning numbers so children understand that a number can be made up of different parts (partitioned). For example: 7 = 5 + 2, 3 + 4 = 7 etc. Children will also be manipulating shapes and discovering the attributes of shapes (sides and length). *(Mathematics DM statement: Select, rotate and manipulate shapes in order to develop spatial reasoning. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.)*

Vocabulary: puzzle, triangle, square, fold/open, turn, build,

Measure—

Children will continue to develop children’s understanding of the different elements that can be measured. Children will learn to measure volume and capacity through investigation. They will apply their skill of visually comparing to determine which containers hold more or less. *(Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity)*

Vocabulary: *full, nearly full, not full, half full, empty, nearly empty, half empty, more, most, less, least, nothing, none, same, equal, different, amount, fill, pour, empty, wide, wider, widest, narrow, narrower, narrowest, tall, thin, short, fat, estimate, predict, measure, check, compare*

Sorting:

Children will focus on noticing similarities and differences in collections of objects found in the classroom. Children will have the opportunity to sort objects into two groups based on size, colour and shape. Children will discover that collections can be sorted in a number of ways and into more than two groups. *(Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity)*

Vocabulary: *one, two, three, four, five, 1, 2, 3, 4, 5, sort, group, object, same, different, odd one out, size, shape, colour, pattern, triangle, square, bigger, smaller, counter, cube, how many, more than, describe, explain*

Time

Children will draw their attention to the sequencing of activities and events in their day. Children will develop a sense of time in terms of daily routine that will give them the foundation skills they will need for further work on time in Year 1. *(ELG Link: Literacy/Speaking : Link to Key Stage 1 Measurement : sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]*

Key Vocabulary: *first, next, later, then, before, after, every day,*

Literacy

Comprehension

Children will be able to re-tell the story of the naughty bus to make a Youtube clip.

Children will be able to talk in detail about stories they remember using old and new vocabulary.

Children will be able to answer a range of different questions about stories they have read.

Children will be able to respond to what they have read in written form. (Little Wandle)

Word Reading

Children will recap the previously taught graphemes by saying the phonemes for them.

Children will learn longer words and compound word.

Children will recap the previously taught tricky words and learn tricky words said, have, like, some, come, do, love, were, have, little, says, there, when, what, one, out, today..

Children will continue to read simple sentences with fluency..

Children will be able to read back their simple sentences, labels, phrases and words.

Children will learn root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est

Writing

Children will begin to write more complex sentences using conjunction ‘and’

Children will add cohesion to their writing by adding adjectives to their work.

Children will continue to use capital letters, finger spaces and full stops when writing independently.

Children will continue to write for a variety of different purposes such as labels, letters, leaflets, posters and speech bubbles.

Children will plan their own version of The Naughty Bus

Children will write their own version of The Naughty Bus

Children will continue to write simple narratives .

Summer 2 Going On Our Holidays

Specific Areas

Understanding the World

Science: (Our Changing world, the local environment) What is happening to the trees?

Children will describe the physical changes they notice on and around a tree during the season of summer. Children will visit the tree five times over the course of the summer term.

Children will talk about the physical features they have seen on the tree referring to the colour of leaves, flowers and fruit.

Children will talk about the changes compared with spring or make references to the whole year that they have been visiting the tree.

Children will describe animals they have seen near the tree.

Children will identify changes what happens specifically in the summer.

Children will draw up their findings in a fact file and present to their peers.

Science (Physics): What is in the sky?

Children can confidently name and describe a range of living and non-living things that are in the sky : aeroplanes, helicopters, butterflies, wasps, birds, permanent objects in the sky, weather ect.

Children will identify and catergorise living and non-living things.

Children will be able to discuss why they are there, making connections to their own observations of things flying and falling.

Key Vocabulary: aeroplanes, helicopters, butterflies, wasps, birds, permanent objects in the sky, weather,

Past and Present (History)

Using Violet the Pilot as a stimuli, children will be able to recognise three differences between an old plane and a Boeing 747 ie: “Planes were a lot slower in the Olden Days, Planes are a lot larger now, Planes can carry more passengers now”

Children will be able to recognise the difference in features between types of planes ie– Business class/ standard.

Children will know that the first plane invented took off on 17 December 1903

Children will know that the first plane was invented by two Brothers called Orville and Wilbur Wright

Vocabulary: invention, planes, concord, Orville Wright, Wilbur Wright, same, different, similar, olden days, a

People, Culture and Communities (R.E) Under Prime Speaking

People, Culture and Communities (Geography)

Children will be able to create a simple map of the Naughty Bus’ journey.

Drawing upon prior knowledge Children will be able to recognise 3 famous London Landmarks ie, Big Ben, Buckingham Palace, the London Eye, River Thames.

Children will know that London is our Capital City

Children will know that the London underground is a fast form of transport often called the ‘tube’.

Children will be able to discuss how transport in London is different to transport in Blackburn

Children will create their own version of a London Underground map including 3 London landmarks.

Vocabulary: London Underground, Capital City, Elizabeth Tower, Big Ben, Buckingham Palace, Blackburn, The

Expressive Arts and Design

Creating with Materials/ Being Imaginative and Expressive

DT 1) Designing a rainbow salad:

Children will offer ideas in the discussion about the importance of a healthy lifestyle. Children will use their knowledge of fruits and vegetables to make their own rainbow salad design Children will correctly label their design. **Vocabulary:** *healthy, balanced diet, healthy eating, healthy lifestyle, mind, body, brain, fruit and vegetable names*

DT 2 (Science/Literacy/C&L links) Creating a rainbow salad :

Children will create a rainbow salad and talk about the importance of healthy eating.

Children will be able to use adjectives to describe their salad and how it looks, feels, smells and tastes

Children will talk about whether the recipe was successful or not and if they would change anything.

Key Vocabulary : *Healthy, balanced diet, healthy eating, healthy lifestyle, mind, body, brain, chopping board, knife, fruit and vegetable names, adjectives such as: sweet, sour, soft, crunchy, delicious, yummy, tasty.*

The Naughty Bus / Violet the Pilot

Children will make use of props and materials when role playing characters in narratives and stories. (Violet the Piolet and The Naughty Bus)

In groups, Children will re-tell the story of the Naughty Bus and create a YouTube video, children will share their version of the story by performing to their peers.

Key Vocabulary: Beginning, middle, end, props, re-tell, adapt, perform, character, narrative.

Megan Coyle: Children will consolidate their understanding of Megan Coyles collage work from Autumn 2 by creating their own independent collages. Children will plan, design and create their collage before evaluating their work.

Artists: In a group children will create a presentation highlighting their knowledge of artists covered throughout the year ie: Megan Coyles Collage work, Beth Cavener, Nick Bibby or Julie Wilson .

Chie Hitotsuyama : Children will be introduced to the artist Chie Hitotsuyama . Children will look at her animal sculpture work from rolled-up newspaper. Children will compare the techniques she uses to those used by Nick Bibby and Megan Coyle. Children will be able to articulate similarities and differences between artist.

Key Vocabulary: sculpture, clay, 3D, design, Create, artist, collage

The smallest Statue in London

Using their knowledge of clay from Spring Term, Children will use the tiny statue found in London displaying two mice eating a piece of cheese as a stimuli to create their own intricate and small statue. Children will know that the Statue is the smallest Statue in London *Key Vocabulary: sculpture, clay, 3D, design, Create, artist, collage*