

Who wears a hat like this? Feniscowles EYFS Summer 1 Medium Term Planning : Knowledge and Skills

Physical Development

Gross Motor Skills

PE Passport: Castles

Children will learn to throw underarm.

Children will learn to roll a ball.

Children will learn to jump and land appropriately.

Children will climb up and down apparatus using alternate feet.

Fundament Movement Skills

Running Underarm throw Jumping for distance Travel on hands and feet Hopping Rolling Marching Crocodile walk Jumping Landing Egg roll

Pencil roll Teddy bear roll Forwards roll Rock and roll

Balancing on small and large body parts.

PE Passport: Super worm

Children will perform the basic skill of jumping.

Children will travel in a variety of ways low to the ground.

To travel around the space hopping and skipping.

Children will catch a large ball.

Children will pull themselves up on climbing equipment.

Fundament Movement Skills

Jumping for distance Running fast Travel on hands and feet Hopping Catching Jumping for distance Overarm throw Skipping Overarm throw Skipping with a rope

Skipping Jumping Hopping Running Fast Jump for

Distance Caterpillar walk Balance on large and small body parts.

Personal, Social and Emotional Development

Self-Regulation *Managing-Self Relationships* *Building Relationships*

Puzzle 5 Relationships

Piece 1 My Family and Me!

Children will identify some of the jobs they do within their family.

Piece 2 Make Friends Make Friends Never Ever Break Friends! (part 1)

Children will know how to make friends to stop themselves feeling lonely.

Piece 3 Make Friends Make Friends Never Ever Break Friends! (part 2)

Children will think of ways to solve problems and stay friends.

Piece 4 Falling out and Bullying (part 1)

Children will understand the impact of unkind words.

Piece 5 Falling out and Bullying (part 2)

Children will know how to use 'calm me' time to manage their feelings.

Piece 6 Being the Best Friend We can Be

Children will know to be a good friend..

Key Vocabulary:

Family, Trust, Relationship, Conflict, Compliments, Celebrate, Positive, Negative, Friend.

R.E :

Children will share occasions when others have made them feel special

Children will re-tell the story of Jesus blessing the children, making connections with personal experiences

Children will share and record occasions when they belong to a group

Children will recall simply what happens at a traditional Christian infant baptism

Children will recall simply what happens when a baby is welcomed into the Muslim tradition

Children will share occasions when things have happened in their lives that made them feel special

Communication and Language

Listening, Attention and Understanding

DT 3 Spring follow on) Children will talk about the different features and structures of boats and ships.

Children will be able to verbally describe different features of a boat– sail, anchor, hull, mast, rudder, helm, poop deck, deck, crow's nest.

sail: a large piece of strong fabric that uses wind power to propel sailing boats and ships

anchor: a heavy object attached to a cable or chain that is used to moor a ship to the sea bed

hull: the main body of the ship or boat

mast: a tall pole that supports the boat or ship's sails

rudder: an underwater blade that, when controlled by its helm, causes the ship or boat to travel in a specific direction

helm: a wheel or pole that is attached to the rudder and is used to steer the boat or ship

poop deck: the highest deck of the ship (usually the roof of the captain's cabin). Used as a lookout point.

deck: the cover of the hull, used to walk around the ship or boat on

crow's nest: an enclosed platform fixed at the top of the ship's mast as a place for a lookout to stand

Children will be able to participate in the class and one-to-one discussions, offering their own ideas and use recently introduced vocabulary ie: above vocabulary.

Children can offer explanations as to why boats and ships have certain features or structures

Key Vocabulary: sail, anchor, hull, mast, rudder, helm, poop deck, deck, crow's nest, boat, ship, watercraft, junk, reeds, waterproof, (types of boats and ships) e.g. fishing boat, canoe, cruise ship

Speaking

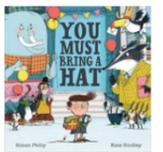
Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Children will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Children will express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Children will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

You must bring a hat - Simon Phillip and Kate Hindley



I want my hat back - Klassen



Coco Chanel - Little People Big Dreams - Vegara



When we grow up - Walsh



The Queen's Hat - Antony



Maths

Number / Numerical Patterns

Number – addition and subtraction Children will explore addition and subtraction through counting on and counting back. Children will use a number track to practise counting the number of jumps required to move on or back rather than the actual numbers they are landing on (*Number ELG: Have a deep understanding of number to 10, including the composition of each number Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system*)

Key Vocabulary:

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Number, count on/count back, move forwards, go back, jump forwards, jump back
- more, less, before, after, add, take away h forwards, backwards,
- direction, moves, jumps, start, stop, first, then, now, finish, altogether, total

Number – number and place value Children will explore numbers from 10 to 20 for the first time. Once confident, children will apply this new knowledge to previously taught concepts, such as comparing, representing and finding one more and one less and understanding that more will mean counting on, with the answer going up, and less will mean counting back, with the answer going down. (*Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity*)

Key Vocabulary:

- eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty,
- 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
- count/count on/count back, forwards, backwards
- represent, show h more, less, fewer, how many, altogether
- largest, smallest

Number – multiplication and division Children will be introduced to the mathematical patterns of doubling, halving and odd and even numbers. At this stage, children will explore the patterns and practise using the new vocabulary. Children will continue to build on this early understanding as they move through KS1 and KS2. (**Numerical Patterns ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**)

Key Vocabulary:

- double, equal groups, double facts, doubling
- more, same, different, continue, pattern, next, predict
- how many, altogether, count, groups, more, fewer, less, amount, teams
- five frame, counters, dice, domino, number track, represent
- half, halving, share, fair share, equal, each, uneven, unequal, fair, solution
- odd, even, odd number, even number

Computing 1) Data Handling : Introduction to Data

Loose Parts Play: Children will understand how to sort and categorise objects. Children will be able to articulate how items have been sorted and categorised.

Computing 2) Sorting Ourselves: Children will be able to sort themselves out into the following groups; sorting by eye colour, sorting by hair colour, sorting by clothes (jumper and cardigans, trousers and skirts).

Children will work independently to sort them out choosing a category for themselves. Children will be able to articulate why they have sorted themselves in that way.

Key Vocabulary: Sort, Categorise, Category, Group, Describe, Colour, Pattern, Size, Height, More, Less, Count, In total, Altogether, Share, Divide, Equal, Bigger than, Smaller than

Computing to follow into summer 2

Feniscowles EYFS Medium Term Planning :

Who wears a hat like this? : Knowledge and Skills Specific Areas

Literacy

Comprehension

Children will be able to use their imagination to create a different ending to a story.

Children will be able to talk about stories they remember using new vocabulary.

Children will know that stories have a beginning, middle, end, character and plot.

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

Word Reading

Children will recap the previously taught graphemes by saying the phonemes for them and learn CVCC , CCVCC, CCCVC and CCCVCC.

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 continue to write sentences using simple conjunction ‘and’ and orally retell sentences using ‘or / but’

Children will be able to write a conversation between 2 characters using speech bubbles.

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 begin to write simple narratives with a clear beginning middle and end.

Understanding the World

The Natural World (Science)

DT 4 Investigating Boats) Children will continue to look at boats and ships, but with a particular focus on their shape and how they move through the water. Children will explore and play with various boats and containers to determine which shapes work best.

Children will use a variety of boats and containers to investigate how their shape affects their movement- *plastic toy boats, ice cream containers, small pots or bowls, tin foil boats, flat trays, containers.*

Children will be able to identify whether the boat is waterproof or not.

Children will be able to predict whether the boat will sink or float.

Children will participate in class and one-to-one discussions, offering their own ideas using recently introduced vocabulary.

Children will be able to offer explanations as to why certain containers are better at floating or moving across the water.

DT 6) Creating and Testing Boats

Children will create a boat based upon their own design.

Children will be able to test and evaluate their boats on the water.

Children will add cargo to their boats and discuss how it affects the boats movements.

Children will be able to articulate what could have been improved about the design.

Key Vocabulary: sail, anchor, hull, mast, rudder, helm, poop deck, deck, crow's nest, boat, ship, watercraft, junk, reeds, waterproof, (types of boats and ships) e.g. fishing boat, canoe, cruise ship

Chemistry (Objects and materials) Which hat is best to wear today?

Children will be able to give reasons as to why a particular hat is suitable for a particular type of weather, based on the observable simple properties of the material from which it is made.

Key vocabulary: cap, hood, material, suitable types of hat, e.g. hard hat, helmet, waterproof, plastic, cloth, fabric

Past and Present (History)

Children will know that there is a Royal Family who live in Buckingham Palace.

Children will know that Buckingham Palace is in London

Children will know that Queen Elizabeth was the longest reigning monarch in British history (70 years).

Children will know that Queen Elizabeth passed away in 2022.

Children will know that our new king is called King Charles.

People, Culture and Communities (Geography)

Children will be able to identify and discuss different roles in society : shopworkers, police, firefighters, bakers, vets.

Children will be able to articulate their family members jobs.

(Little People Big Dreams) Children will know that Coco Chanel is a famous fashion designer.

Children will know that Coco Chanel spent her early life in an orphanage where she was taught to use a needle and thread.

Children will be able to articulate their own aspirations for the future.

Expressive Arts and Design

Creating with Materials/ Being Imaginative and Ex-

EAD Seasonal) Children will paint imaginative designs with salt, experimenting with colour and texture.

Children will be able to make observations about what happens when they add the paint to the salt.

Children will be able to confidently describe the processes they have used.

Children will make predictions about what will happen if they mix certain colours.

Key Vocabulary: salt painting, spread, pour, sprinkle, dab, mix,

DT 5) Designing Boats Children will be able to discuss what would make a successful boat—*shape, waterproof, key features ie, hull, mast, deck* .

Children will be able to sketch, and discuss with their peers, their design ideas for their own boats.

Children will create a simple design with thought about the materials they will have available to them: *Junk Modelling, cling film, tin foil, plasticine, straws, polystyrene, plastic sheeting.*

Children will be able to articulate how they know that their boat is waterproof and why it will float.

Key Vocabulary: sail, anchor, hull, mast, rudder, helm, poop deck, deck, crow's nest, boat, ship, watercraft, junk, reeds, waterproof, (types of boats and ships) e.g. fishing boat, canoe, cruise ship