

Maids Moreton CE School

Medium Term Planning 2021-2022

Minibeasts

Year Groups: EYFS

Term: Summer 1

<p><u>Communication and Language</u></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Makes comments about what they have heard and asks questions to clarify their understanding. • Hold conversation when engaged in back- and forth exchanges with teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. 	<ul style="list-style-type: none"> • Retelling stories in groups and individually. • Playing the ‘Who am I?’ game and writing riddles. Describing mini beasts and asking questions of others. • Role play opportunities- garden centre, mini beast investigation zone, show shop and garage. • Small world areas- set up a mini beast scene to develop vocabulary and story telling. • Mini beast hunts • Sharing non fiction books during story time. • Writing lines and performing the mini beast assembly
<p><u>Physical Development</u></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Gross Motor skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<ul style="list-style-type: none"> • Learning to sew • Country dancing • Regular handwriting practise- forming all letters correctly, ensuring they are started and finished in the correct place. • Number formation practise • Scooters

	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Obstacles courses • Morning fine motor activities • PE- Ball skills
<p><u>Personal, Social and Emotional Development</u></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> • 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. <p>Managing self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building relationships</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Sharing and resolving conflict independently • Developing and using a range of vocabulary to express our emotions • Team work- group art activities. Listening to the ideas of others, reflecting on them and reaching a compromise • The importance of friendship- How can we be good friends to each other? • Caring for God's creatures. • Working with increased confidence and independence to complete Literacy and Number tasks • Persevering until we have completed activities • Team games • Talking about feeling during story time and guided reading – how do the characters feel in different situations? • Talk about their own preference, likes and

		<p>dislikes within small and large groups.</p> <ul style="list-style-type: none"> • Drop lessons – with a focus on self-esteem, hearing aids, jealousy, germs and bedtime routines.
<p><u>Literacy</u></p> <p>Comprehension</p> <p>Word reading</p> <p>Writing</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where – appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fictions, rhymes and poems during role play <p>Word reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and represent the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Phonics daily in differentiated groups – phase 3 • Recognising Phase 3 digraphs in reading. • Using and apply Phase 3 sounds independently in writing. • Weekly guided reading, individual reading and reading of key words. • Retelling stories verbally, through story maps and writing. • Writing our own non-fiction books • Retelling stories using puppets and masks. • Writing riddles, invitations, labelling and writing information sentences. • Introducing ‘WOW’ words-higher level ‘mini beast’ vocabulary and exploring it’s meaning and accurate use.

		<ul style="list-style-type: none"> • Recalling and recording grapheme/ phoneme correspondences with accuracy. • Beginning to accurately and consistently use capital letters and full stops in independent writing. • Writing with increased confidence and independence.
<p><u>Mathematics</u> Number</p> <p>Numerical patterns</p>	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds for numbers 0-5 (Including subtraction facts) and some numbers to 10 including double facts. <p>Numerical patterns</p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Verbally count beyond 20, recognising the pattern of the counting system. 	<ul style="list-style-type: none"> • Recognise, write and order numerals to 20. • Subitise – Ladybird spots • Compare numbers to 20. • Fine one more and one less than a number to 20. • Solve addition and subtraction problems using a range of strategies • Automatically recalling number bonds, hit the button. • Doubling / halving using dice • Counting in 2s • Weighing ingredients for baking • Begin to look at 3D shapes • Prepositions to accurately find characters and give directions.

		<ul style="list-style-type: none"> • Comparative language to compare length
<p><u>Understanding the World</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in their country, drawing on their experiences and what has been read in class. <p>The Natural World</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate - maps <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some importance processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Observing caterpillars and tadpoles, noting and discussing the changes • Exploring the lifecycle of different mini beasts • Mini beast hunts • Identify different mini beasts and make comparisons between them • Making observations and drawing mini beasts • Creating habitats for mini beasts using natural materials. • Programming bee bots to follow routes • Looking at mini beasts and habitats from around the world • Using information books to find out more about mini beats and their habitats
<p><u>Expressive Arts and Design</u></p> <p>Creating with materials</p> <p>Being Imaginative and Expressive</p>	<p>Creating with materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role-playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> • Use a range of materials including recycling and Modroc to make 3D models • Experimenting with different joining technique • Learning simple sewing techniques

	<ul style="list-style-type: none">• Sing a range of well known-known nursery rhymes and songs• Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music	<ul style="list-style-type: none">• Learning mini beast songs and dances• Learning how to create different effects with paint using a range of tools.• Looking closely at the work of illustrators and artists for inspiration• Moving in time to music
--	--	--

Purple – ELG - Foundation stage profile