

## EYFS Medium Term Plan Summer 2

Reception Summer 2							
Role Play	Inside: Home Corner Hospital	Outside:	The Olympics – staying healthy				
Throughout all learning adults will ensure activities and interactions support the characteristics of learning:		<b>Playing &amp; Exploring:</b> engagement, finding out & exploring; playing with what they know; being willing to have a go <b>Active Learning:</b> motivation, being involved & concentrating, keeping trying, enjoying achieving what they set out to do <b>Creating &amp; Thinking Critically:</b> thinking, having their own ideas, making links, choosing ways to do things					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Personal, Social, Emotional Development</b>  <b>Self – Regulation</b>  <b>Managing Self</b>  <b>Building Relationships</b>	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	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.
	<b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge  Body consent.	<b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Importance of exercise & sleep	<b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Balanced diets Teeth brushing	<b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Hygiene – keeping clean.	<b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Safety around food/drink what they should/shouldn't drink/eat	<b>Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Mental wellbeing	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.
	<b>Building Relationships</b> Work and play cooperatively and take turns with others.	<b>Building Relationships</b> Work and play cooperatively and take turns with others.	<b>Building Relationships</b> Work and play cooperatively and take turns with others.	<b>Building Relationships</b> Show sensitivity to their own and to others' needs.	<b>Building Relationships</b> Show sensitivity to their own and to others' needs.	<b>Building Relationships</b> Show sensitivity to their own and to others' needs.	<b>Building Relationships</b> Show sensitivity to their own and to others' needs.

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<b>Physical Development</b>  <b>Fine</b> Show accuracy in drawing Use correct letter formation in writing  <b>Gross</b> Throwing skills	<b>Fine</b> Hold a pencil effectively - using tripod grip in most cases.	<b>Fine</b> Hold a pencil effectively - using tripod grip in most cases.	<b>Fine</b> Hold a pencil effectively - using tripod grip in most cases.	<b>Fine</b> Hold a pencil effectively - using tripod grip in most cases.	<b>Fine</b> Hold a pencil effectively - using tripod grip in most cases.	<b>Fine</b> Hold a pencil effectively - using tripod grip in most cases.	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. Begin to show accuracy and care when drawing.
	<b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others.  PE - running	<b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others.  PE - running	<b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others.  PE - jumping	<b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others.  PE - jumping	<b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others.  PE - throwing	<b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others.  PE - throwing	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.
<b>Communication &amp; Language</b>  <b>Listening, Attention &amp; Understanding</b> Make comments about what they have heard and ask questions to clarify their understanding  <b>Speaking</b>	<b>Listening, Attention &amp; Understanding</b> Make comments about what they have heard and ask questions to clarify their understanding	<b>Listening, Attention &amp; Understanding</b> Make comments about what they have heard and ask questions to clarify their understanding	<b>Listening, Attention &amp; Understanding</b> Make comments about what they have heard and ask questions to clarify their understanding	<b>Listening, Attention &amp; Understanding</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	<b>Listening, Attention &amp; Understanding</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	<b>Listening, Attention &amp; Understanding</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	<b>Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<b>Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<b>Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<b>Speaking</b> 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.	<b>Speaking</b> 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.	<b>Speaking</b> 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.	<b>Speaking</b> 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.

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<b>Literacy</b> <b>Word Reading</b>  <b>Comprehension</b>  <b>Writing</b>	<b>Word Reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are, said, so, have, like, some, come, were there, little, one, do, when, out, what  <b>Phonics - Level 4 Wk 2</b>	<b>Word Reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Read some common exception words- No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are, said, so, have, like, some, come, were there, little, one, do, when, out, what  <b>Phonics - Level 4 Wk 3</b>	<b>Word Reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are, said, so, have, like, some, come, were there, little, one, do, when, out, what  <b>Phonics - Level 4 Wk 4</b>	<b>Word Reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are, said, so, have, like, some, come, were there, little, one, do, when, out, what  <b>Phonics - Level 4 Wk 5</b>	<b>Word Reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are, , said, so, have, like, some, come, were there, little, one, do, when, out, what  <b>Phonics - assessment</b>	<b>Word Reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are, said, so, have, like, some, come, were there, little, one, do, when, out, what  <b>Phonics- consolidation</b>	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 some common exception words. Writing • Write recognisable letters, most o	
	<b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories and during role play	<b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories and during role play	<b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories and during role play	<b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories and during role play	<b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories and during role play	<b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories and during role play	<b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories and during role play	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-fiction, rhymes and poems and during role play.
	<b>Writing</b> Phonic sentences Name Writing Letter formation  Write simple phrases and sentences that can be read by others.	<b>Writing</b> Phonic sentences Name Writing Letter formation  Write simple phrases and sentences that can be read by others.	<b>Writing</b> Phonic sentences Name Writing Letter formation  Write simple phrases and sentences that can be read by others.	<b>Writing</b> Phonic sentences Name Writing Letter formation  Write simple phrases and sentences that can be read by others.	<b>Writing</b> Phonic sentences Name Writing Letter formation  Write simple phrases and sentences that can be read by others.	<b>Writing</b> Phonic sentences Name Writing Letter formation  Write simple phrases and sentences that can be read by others.	<b>Writing</b> Phonic sentences Name Writing Letter formation  Write simple phrases and sentences that can be read by others.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.

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<p><b>Mathematics</b></p> <p><b>Number</b> Adding more Taking away</p> <p><b>Numerical Patterns</b> Doubling/halving Even/odd</p> <p><b>Shape Space &amp; Measure</b> Pattern Spatial awareness Visualise &amp; build</p>	<p><b>Number</b> Sharing and Grouping Share items into 2 equal groups Distinguish between fair and unfair and equal and not equal Link to part whole model and number bonds to 10 (half 10 is 5, 5 and 5 is 10) If ready, extend onto sharing between 3 or 4 different groups - Share quantities where there are items left over and suggest how this could be resolved</p>	<p><b>Number</b> Even and Odd Understand that quantities that cannot be shared equally are odd and those that can are even Share amounts to identify whether they are odd and even Explore odd and even by grouping quantities into pairs Understand number patterns, every other number is odd or even and begin to notice odd and even structure on number shapes</p>	<p><b>Number</b></p>	<p><b>Number</b> This week is an opportunity for children to use the skills they've learnt to solve problems Explore problems using familiar stories or derived from children's play Create number stories Discuss different starting points when solving problems Make plans for how to solve a problem and carry it out Review and discuss strategies Comment on what went well and what could be improved</p>	<p><b>Number</b></p>	<p><b>Number</b></p>	<p>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 up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
	<p><b>Numerical Patterns</b> Doubling Learn that doubling means 'twice as many' Build doubles with real objects and mathematical equipment Double using ten frames Use language of doubling as they build representations, for instance 'double 2 is 4' Sort and explain doubles and non- doubles from provided examples</p>	<p><b>Numerical Patterns</b> Even and Odd Understand that quantities that cannot be shared equally are odd and those that can are even Share amounts to identify whether they are odd and even Explore odd and even by grouping quantities into pairs Understand number patterns, every other number is odd or even and begin to notice odd and even structure on number shapes</p>	<p><b>Numerical Patterns</b></p>	<p><b>Numerical Patterns</b> This week is an opportunity for children to use the skills they've learnt to solve problems Explore problems using familiar stories or derived from children's play Create number stories Discuss different starting points when solving problems Make plans for how to solve a problem and carry it out Review and discuss strategies Comment on what went well and what could be improved</p>	<p><b>Numerical Patterns</b></p>	<p><b>Numerical Patterns</b></p>	<p>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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p><b>Shape Space &amp; Measure</b></p>	<p><b>Shape Space &amp; Measure</b></p>	<p><b>Shape Space &amp; Measure</b> Provide opportunities for children to replicate simple constructions, models, real places and places in stories. Prompt them to use positional language to describe where objects are in</p>	<p><b>Shape Space &amp; Measure</b> This week is an opportunity for children to use the skills they've learnt to solve problems Explore problems using familiar stories or derived from children's play Create number</p>	<p><b>Shape Space &amp; Measure</b> Investigate relationship between numbers and shape using mathematical resources Consolidate use of simple patterns (AB, BC) and more complex ones (ABB, AAB, AABB and ABBBB) Continue to</p>	<p><b>Shape Space &amp; Measure</b> Understand the purpose of maps and what they can be used for Understand that maps and plans represent places and use these to see where things are in relation to other things</p>	

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			<p>relation to other items. The use of gesture to accompany the positional language can also support understanding. Encourage children to visualise simple models by playing barrier games and providing verbal instructions for them to follow as they build</p>	<p>stories Discuss different starting points when solving problems Make plans for how to solve a problem and carry it out Review and discuss strategies Comment on what went well and what could be improved</p>	<p>copy and create a widening range of repeating patterns and symmetrical constructions</p>	<p>Explore different maps of places they know and those they are less familiar with Create own maps to represent models built, familiar places and places in stories or their wider learning</p>	
<p><b>Understanding the World</b> <b>Past &amp; Present</b></p> <p><b>People, Culture &amp; Communities</b></p> <p><b>The Natural world</b></p>	<p><b>Past &amp; Present</b></p> <p>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>	<p><b>Past &amp; Present</b></p> <p>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>	<p><b>Past &amp; Present</b></p> <p>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> <p>Talk about the lives of the people around them and their roles in society.</p>	<p><b>Past &amp; Present</b></p> <p>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> <p>Talk about the lives of the people around them and their roles in society.</p>	<p><b>Past &amp; Present</b></p> <p>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> <p>Photographs - past Olympics</p>	<p><b>Past &amp; Present</b></p> <p>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>	<p>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>
	<p><b>People, Culture &amp; Communities</b></p>	<p><b>People, Culture &amp; Communities</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Jewish/Christian stories</p>	<p><b>People, Culture &amp; Communities</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Jewish Stories</p>	<p><b>People, Culture &amp; Communities</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Christian stories</p>	<p><b>People, Culture &amp; Communities</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Muslim stories</p>	<p><b>People, Culture &amp; Communities</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>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 this country, drawing on their experiences and what has been read in class. 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>

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	<b>The Natural world</b>	<b>The Natural world</b> Exploring senses	<b>The Natural world</b> Life cycles	<b>The Natural world</b>	<b>The Natural world</b>	<b>The Natural world</b>	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 important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Expressive Arts &amp; Design</b>  <b>Creating with Materials</b> Explore drawing techniques Using construction materials <b>Being Imaginative &amp; Expressive</b> Work collaboratively and sharing ideas	<b>Creating with Materials</b> Sing songs  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.  Shape sculptures	<b>Creating with Materials</b> Sing rhymes, songs, chants  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.  Clay sculptures - texture	<b>Creating with Materials</b> 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.  Clay sculptures - imprinting	<b>Creating with Materials</b> 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.  Moving sculptures	<b>Creating with Materials</b> 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.  Clear sculptures	<b>Creating with Materials</b> 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  Olympic torch/rings	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.
	<b>Being Imaginative &amp; Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<b>Being Imaginative &amp; Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<b>Being Imaginative &amp; Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<b>Being Imaginative &amp; Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<b>Being Imaginative &amp; Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<b>Being Imaginative &amp; Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<b>Being Imaginative &amp; Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

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