

## FS0 Elephants Medium Term Plan- Summer 1

Our curriculum encourages children to...		Love Reading		Be Respectful		Communicate Effectively	
<b>Summer Term 1:</b> Mad About Minibeasts  <b>WOW Moment:</b> Mobile Zoo visit		<b>Books:</b> <b>Week 1 &amp; 2-</b> The Very Hungry Caterpillar & Mad About Minibeasts <b>Week 3 &amp; 4-</b> Superworm & Incy Wincy Spider <b>Week 5 &amp; 6-</b> Doug the Bug that went Boing & Norman the Slug with the Silly Shell				<b>Vocabulary:</b> Minibeasts, insect, bug, spider, caterpillar, butterfly, ant, wasp, bee, fly, ladybird, grasshopper, dragonfly, beetle, slug, snail, worm, web, sting, bite, cocoon, slime, buzz, wings.	
<b>Book of the Week:</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
	Noisy Farm	The Going to Bed Book	My Dad	My Mum	We've All Got Bellybuttons	Zaza's Baby Brother	
<b>PSED</b>	<b>Curriculum Goals</b>  <b>Goal 1:</b> To develop friendships with other children. Transition between activities calmly. To develop self-assurance. Engage and achieve a goal. To express preferences and opinions.  <b>Goal 2:</b> To notice and ask questions about differences. Express a range of emotions. Play with increasing confidence on their own and with other children.  <b>Goal 3:</b> Say please and thank you. Show "effortful control" and begin to take turns. To talk about and manage their emotions. To become independent, rejecting help. Confidently explore new places.			<b>Check Points</b>  <b>First Term-</b> Do the children begin to see themselves as separate people? Do they decide what to play/eat/wear?  <b>Half way point-</b> Do the children enjoy the company of other children and what to play with them?  <b>Last Term-</b> Can the children share and take turns with adult guidance? Do any children become upset by sounds, smells or tastes and cannot be calmed? Do any children seem worried, sad or angry a lot of the time?			





	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
	<p>Key Person Time- Talking about what happened in this week's topic book. Can children remember parts of the story?</p>	<p>Key Person Time- Talking about our home routines. What do you do when you get ready for bed?</p>	<p>Key Person Time- Discussing our Daddy's.</p>	<p>Key Person Time- Discussing our Mummy's.</p>	<p>Key Person Time- To talk about the small animals/insects we saw/held at the mobile zoo.</p>	<p>Key Person Time- To talk about our family. Who makes up your family?</p>
<b>C&amp;L</b>	<p><b>Curriculum Goals</b></p> <p><b>Goal 1:</b> Listen to other people's talk with interest. Understand and follow simple instructions. To focus on an activity of their own choice. Use single words during play. To use intonation, pitch and changing volume when 'talking'. Use p, b, m, w speech sounds.</p> <p><b>Goal 2:</b> Listen to simple stories and understand what is happening with the help of the pictures. To identify familiar objects and properties for practitioners when they are described. To pronounce l/r/w/y/s/sh/ch/d/z/j/f/th Develop conversation, jumping from topic to topic.</p> <p><b>Goal 3:</b> To understand and act on longer sentences. Understand simple questions about 'who', 'what, and 'where'. To say how they are feeling, using words as well as actions. Begin to say multi-syllabic words.</p>			<p><b>Check Points</b></p> <p><b>First Term-</b> Are the children beginning to put 2 or 3 words together? Are the children asking questions such as the names of objects and people? Can the children understand more words than they can say? (200-500 words) Can the children understand simple questions and instructions?</p> <p><b>Half way point-</b> Can the children use 300 words? (descriptive language and time, space and function vocabulary) Can the children link 5 words together? Are the children using pronouns (me, him, she), plurals and prepositions (in, under, on) Can the children shift from one task to another if an adult gets their full attention?</p> <p><b>Last Term-</b> Can the children understand 3 key words? Can the children show that they understand action words?</p>		

						<p>Can the children's speech be understood by an unfamiliar adult?</p>
	<p><b>Week 1</b></p> <p>Key Person Time- Talking about what happened in this week's topic book. Can children remember parts of the story?</p>	<p><b>Week 2</b></p> <p>Following instructions to create their bee on the creative table.</p>	<p><b>Week 3</b></p> <p>Children to become more secure in topic vocabulary. Learning the names of a variety of insects.</p>	<p><b>Week 4</b></p> <p>Answering simple questions on each page of this week's topic book.</p>	<p><b>Week 5</b></p> <p>Key Person Time- To talk about the small animals/insects we saw/held at the mobile zoo.</p>	<p><b>Week 6</b></p> <p>Key Person Time- To talk about our family. Who makes up your family?</p>

<b>Physical</b>	<b>Curriculum Goals</b>					<b>Check Points:</b>
	<p><b>Goal 1:</b> To eat finger foods and develop likes and dislikes. Begin to kick, throw and catch a large ball. Clap and stamp to music. To walk, run, jump, climb and start to use the stairs independently.</p> <p><b>Goal 2:</b> To try a wider range of food with different tastes and textures. Show an increasing desire to be independent. To build independently with a range of appropriate resources. Develop manipulation and control.</p> <p><b>Goal 3:</b> Learn to use the toilet with help and then independently. To use large and small motor skills to do things independently. Explore different materials and tools. Sit on at push along wheeled toy, use a scooter or ride a tricycle.</p>					<p><b>First Term-</b> Can the children run well, kick a ball and jump with both feet off the ground at the same time? Do any children appear underweight, overweight or have poor dental hygiene?</p> <p><b>Last Term-</b> Can the children climb confidently, catch a large ball and pedal a tricycle? Do any children find it difficult to sit comfortably on a chair?</p>
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
	Using small motor skills to grip the bugs in the tweezers on the minibeasts hunt.	To use the modelling cards to copy structures to build with the stickle bricks.	Cutting and sticking activity. Bug jar worksheet.	Using kitchen rolls to print spider pictures.	Learning to handle things with care and control.	To practice putting coat on independently. (Laying coat on floor with hood by feet. Put arms in and flip coat over head).

<b>Literacy</b>	<b>Curriculum Goals</b>			<b>Key Skills:</b>		
	<p><b>Goal 1:</b> Listen to songs and rhymes. Share books with adults. To begin making marks with different media.</p> <p><b>Goal 2:</b> To join in with songs and rhymes. Develop play around stories using props. To draw freely.</p> <p><b>Goal 3:</b> To repeat words and phrases from a familiar story. Talk about the pictures in a book. Add marks to drawings and tell an adult what they say.</p>			<p><b>Last Term-</b> Can the children control a pencil when making marks?</p>		
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
	Singing a range of nursery rhymes using rhyme props.	Using props to re-enact the hungry caterpillar story in the small world tray.	To join in with familiar words and phrases from this week's topic book.	Children to attempt to draw a spider web using chalk.	Minibeast pencil control worksheet. Following the lines to complete the insect picture.	Using stencils to draw minibeast pictures.
<b>Mathematics</b>	<b>Curriculum Goals</b>					
	<p><b>Goal 1:</b> To take part in number rhymes and songs. Demonstrate counting like behaviour. To build with a range of resources.</p> <p><b>Goal 2:</b> To use numbers in play. Complete inset puzzles. Begin to recognise colours.</p>					

	<p><b>Goal 3:</b> To recite numbers to 3. Compare amounts saying “lots, more, same”. Compare size and weight using gesture and language.</p>					
	<p><b>Week 1</b></p> <p>Singing number songs using rhyme props.</p>	<p><b>Week 2</b></p> <p>Creating simple caterpillar patterns (ABAB).</p>	<p><b>Week 3</b></p> <p>To work on some letter/number recognition and counting when completing inset boards.</p>	<p><b>Week 4</b></p> <p>Bug colour sorting activity- Categorising by colour and comparing amounts.</p>	<p><b>Week 5</b></p> <p>Using shape tiles to form a picture.</p>	<p><b>Week 6</b></p> <p>To use the magnetic blocks to make models of their imagination.</p>
<p><b>EAD</b></p>	<p><b>Curriculum Goals</b></p> <p><b>Goal 1:</b> Start to make marks intentionally. Explore different materials using all of their senses to investigate them. To manipulate and play with different materials. To move and dance to music. Explore a range of sound makers and instruments.</p> <p><b>Goal 2:</b> Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks and sometimes give meaning to the marks they make. To take part in action songs. Start to develop pretend play, pretending that one object represents another.</p> <p><b>Goal 3:</b> To use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>					

	<p><b>Week 1</b></p>  <p>Using sponges to make a Hungry Caterpillar.</p>	<p><b>Week 2</b></p>  <p>Children to follow direction to create bee patterns.</p>	<p><b>Week 3</b></p>  <p>Using hands to make butterfly pictures.</p>	<p><b>Week 4</b></p> <p>To learn the song "There's a Worm at the Bottom of the Garden".</p>	<p><b>Week 5</b></p> <p>To use their imagination to create a model out of magnetic blocks.</p>	<p><b>Week 6</b></p>  <p>Decorating a snail shell with tissue paper.</p>
UTW	<p><b>Curriculum Goals</b></p> <p><b>Goal 1:</b> Explore materials with different properties. To name people that are important to them.</p> <p><b>Goal 2:</b> Explore natural materials indoors and outside. Notice differences between people.</p> <p><b>Goal 3:</b> Explore and respond to different natural phenomenon in their setting and on trips. Make connections between the features of their family and other families.</p>			<p><b>Key Skills</b></p> <p><b>First Term-</b> Can the children point to the correct material if given two property options?</p> <p><b>Half way point-</b> Can the children say what the weather is like?</p> <p><b>Last Term-</b> Can the children show if they enjoy a new experience or not?</p>		
	<p><b>Week 1</b></p> <p>Minibeast hunt- To use magnifying glasses to hunt for different bugs.</p>	<p><b>Week 2</b></p> <p>Children to use their knowledge of insects to play in the minibeasts tray and explore earthy textures.</p>	<p><b>Week 3</b></p> <p>Taking care of babies in home corner/water tray. Bathing, cleaning, drying babies.</p>	<p><b>Week 4</b></p> <p>Using different resources print caterpillars on the easel.</p>	<p><b>Week 5</b></p> <p>Key Person Time- To talk about the small animals/insects we saw/held at the mobile zoo.</p>	<p><b>Week 6</b></p> <p>To explore and describe slimy textures in the swamp tray.</p>