



St Peter's C of E Primary School
EYFS – Summer Medium Term Plan

Subject	Summer 1	Summer 2
Topic	Our Wonderful World	Water
Overview	<p>Why is our world so wonderful? What countries/animals do you know?</p> <p>This half term we will be observing our natural environment.</p> <p>We will look closely at different features of minibeasts, posing questions and identifying habitats and species. We will learn about life cycles and use our phonic knowledge to write captions and labels creating our own minibeast fact file.</p> <p>We will make our own maps and explore our local environment – school, Coggeshall</p>	<p>What do we find at the seaside/under water?</p> <p>What are the signs of Summer?</p> <p>Our last half term will start with a class trip to the seaside. We will identify creatures and items found on the beach or under the water.</p> <p>We will use class texts to explore under the sea and write our own pirate and mermaid stories.</p> <p>We will get ready to move into year 1 and meet new teachers and classes.</p>
Links/ Building on previous learning:	<ul style="list-style-type: none"> • Become secure in the Characteristics of Effective Learning • Use numbers confidently to solve problems with independence • Secure in phase 2 and 3 sounds, using them in writing and reading, introduce phase 4 • Use observations skills with more detail • Secure friendships and using language to support cooperative play 	
Communication and language (Listening, attention and understanding Speaking)	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Understand why questions and questions which require problem solving (abstract verbal reasoning)</p> <p>Tell own stories using familiar story elements</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Tell own stories with increasing detail and narrative structure</p>
	<p>Learn new and use vocabulary (core, describing & specialised words) through first hand experiences, through a range of stimulating resources and activities</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to a range of stories and non-fiction texts with increasing attention and understanding narrative structures</p>	
PSED (Self-regulation, managing self and building relationships)	<p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Happy Mind Celebrate Love of Life and Our World</p>	<p>Think about the perspective of others.</p> <p>Happy Mind Engage Setting Goals</p>
	Gross Motor Skills:	

Physical development (PE, DT, English, Science)	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility e.g. hopping, skipping and climbing.	
	Fine Motor Skills: Writing - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Drawing - Begin to show accuracy and care when drawing.	
	Health and Wellbeing: Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- toothbrushing- sensible amounts of ‘screen time’- having a good sleep routine- being a safe pedestrian- healthy choices- mental health and wellbeing Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes- personal hygiene.	
Literacy (Comprehension and word reading)	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
Writing	Write short sentences with words with known letter-sound correspondences Begin to use a capital letter and full stop.	Re-read what they have written to check that it makes sense. Write with growing stamina
Phonics Little Wandle Phonics Programme – Letters and Sounds Revised	Phase 4 Week 1: short vowels CVCC said so have like Week 2: short vowels CVCC CCVC some come love do Week 3: short vowels CCVCC CCCVC CCCVCC longer words were here little says Week 4: longer words compound words there when what one Wk 5: root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today Wk 6: Assessment	Phase 4 Week 1: long vowel sounds CVCC CCVC Week 2: long vowel sounds CCVC CCCVC CCV CCVCC Week 3: Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4: root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5: Phase 4 words ending in: –s /s/, –s /z/, –es longer words Week 6: Assessment Review all Tricky words taught so far Secure spelling
Key texts	<ul style="list-style-type: none"> • Plant/flower texts e.g A Tiny Seed • Life cycle stories e.g. The Hungry Caterpillar • Information texts with features of labels, contents pages etc 	<ul style="list-style-type: none"> • Pirates/Mermaid stories • Commotion in the Ocean • Who Swallowed Stanley • Sea Creatures – information books
	<ul style="list-style-type: none"> • Group reading sessions – fiction text, non-fiction texts matched to phonic knowledge • Independent reading: audio book, big book, topic text, library, story bear, reading corner. • Stories/rhymes/songs/texts/drama/small world 	
Mathematics	White Rose SoL To 20 and Beyond How many now? Manipulate, compose and decompose	White Rose SoL Sharing and Grouping Visualise, build and map Make connections
Understanding the World	The children will have opportunities to: <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things - Makes observations of animals and plants and explains why some things occur, and talks about changes 	

(Science, Geography, History, Computing, RE)	<ul style="list-style-type: none"> • Can create content such as a video recording, stories, and/or draw a picture on screen – 2Paint • Can use the internet with adult supervision to find and retrieve information of interest to them <p>Mrs Macavity – What is the Weather Like? – Hot/Cold countries, Where would you like to live? What can we Explore? – beach, holidays</p> <p>Season – Signs of Summer</p>	
	RE - Special people	Understanding Christianity: Creation story – Who do Christians believe created the world?
Expressive Arts and Design	<p>The children will have opportunities to:</p> <ul style="list-style-type: none"> • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. • Share their creations, explaining the process they have used; • Invent, adapt and recount narratives and stories with peers and their teacher; • Perform songs, rhymes, poems and stories with others, and – when app <p>Kapow Music Transport, Big Band</p> <p>AccessArt Exploring Materials and Marks, Building Worlds</p>	
Trips/Visits/ Experiences	Gardening Earth Day Ugly Bug Ball Outdoor learning	Class school trip – Mersea beach ‘Pirate & Mermaid’ day Coggeshall Park Transition to Yr 1 Outdoor learning
Parental Engagement	‘Story’ bear to take home ‘Mystery’ parent reader – weekly Parents evening Seesaw	Family picnic Sports Day Open evening End of Year report Seesaw