

Supertato/Healthy eating

EYFS Medium Term Plan
Summer 2

	Learning intentions (Development matters/ ELG's) What do we want the children to learn?	Learning Opportunities:	Adult Led Activities: How will we enable this learning to take place?	Resources, events, outings and visitors:
Personal, Social & Emotional Development	<p>I can talk about the things I am good at and am beginning to verbally express my needs, wants, interests and opinions.</p> <p>I can show that I am developing the ability to negotiate with others and solve problems without aggression.</p> <p>I can initiate conversations with others through words or actions and respond to what they say.</p>	<ul style="list-style-type: none"> • Feelings - looking at facial expression. • Looking after our friends when things go wrong. • Circle times - weekly Jigsaw lesson, use Jigsaw Jenny to support children to discuss their emotions and support them to speak in front of the class • Opportunities for the children to work together to, build friendships and to solve their own conflicts. • Confident to try new activities and speak in familiar groups. 	<ul style="list-style-type: none"> • How can we be heroes? Who can we help? Discuss people who help us. • Would you forgive Evil Pea? Discuss forgiveness • Discuss which school rules Evil Pea is breaking • Talk about situations in the setting where conflicts may arise- how can we solve these problems without arguing or fighting? • How do the vegetables feel at different parts of the story? Match pictures in the story to emotions cards. 	<p>'Supertato' book.</p> <hr/> <p><u>Look, Listen, Note</u></p> <ul style="list-style-type: none"> • Children's attentiveness to others e.g. when a child is telling about something they have done. • How children show their feelings. • How children wait for their turn, share resources. • Children's confidence to speak in a small group.

Foundation Stage Medium Term Plan
 Enrichment Opportunities: Sea creatures

Date: Summer Term 1 2024

	Learning intentions (Development matters/ ELG's) <i>What do we want the children to learn?</i>	Learning Opportunities:	Adult Led Activities: <i>How will we enable this learning to take place?</i>	Resources, events, outings and visitors:
Communication and Language	<p>I can retell simple stories or anecdotes, either from a book or experience that has happened to me.</p> <p>I can demonstrate that I am maintaining attention, concentrating and sitting quietly during appropriate activity.</p> <p>I can follow and understand stories, rhymes and jokes without pictures or props.</p> <p>I can understand simple questions using 'how' and 'why'.</p> <p>I can ask questions about things in the past or future and change the verb endings appropriately.</p> <p>I can use imaginative vocabulary to recreate roles and experiences in play situations and will introduce a narrative.</p>	<ul style="list-style-type: none"> • Talk about personal experiences in circle time and discussions. • Use imaginative talk in role-play, small world and puppet play. • Join in with stories, rhymes and songs. • Small group activities • Circle time • Range of books (fiction and non-fiction) • Link own experiences to books 	<ul style="list-style-type: none"> • Texts: Supertato, Even Superheroes have a Bad Day by Shelley Becker, Super Duck by Jez Alborough, The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharke. • Small world play • Imagination station - Healthy eating/writing resources/people who help us small world. • Re-tell stories with props, toys and puppets. • Describe events in some detail from the story 'Supertato.' • Create a story map using pictures as prompts to retell the story. • Listen to and talk about stories to build familiarity and understanding. • Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. 	<p>Circle time resources</p> <p>Range of texts</p> <p>Small World</p> <p>Writing resources</p> <hr/> <p>Look, Listen, Note</p> <ul style="list-style-type: none"> • Children's vocabulary. • Children who listen and respond to stories. • Children who respond to questions. • Children who speak in sentences.

	<p>Learning intentions (Development matters/ ELG's) What do we want the children to learn?</p>	<p>Learning Opportunities:</p>	<p>Adult Led Activities: How will we enable this learning to take place?</p>	<p>Resources, events, outings and visitors:</p>
<p>Physical Development</p>	<p>I can successfully negotiate space in a range of environments and can use balancing and climbing equipment with confidence.</p> <p>I can use a pencil and hold it effectively to form recognisable letters some of which are correctly formed.</p> <p>I can show through words and actions that I am developing an understanding of why I need to sleep and manage my basic hygiene.</p> <p>I can show through my actions that I understand the need to transport and store equipment safely.</p>	<p>Gross motor skills:</p> <ul style="list-style-type: none"> Explore a range of climbing and balancing apparatus, wheeled toys, bats and balls, hoops etc. in the outdoor area. Join in PE lessons - focus on travelling and space. Play sending and receiving games with bats and balls, bean bags, hoops etc. <p>Fine motor skills:</p> <ul style="list-style-type: none"> Threading beads, reels, pasta etc. Using tweezers to sort small apparatus e.g. beads Make models using scissors, glue, tape. Use paintbrushes and mark makers Use pencils for drawing and writing Model with clay, dough, rolling pins and cutters etc. Fastenings - dressing for winter. <p>Health:</p> <ul style="list-style-type: none"> Understand the use of space indoors and outdoors. 	<p>Linked to focus text:</p> <ul style="list-style-type: none"> Frozen peas and tweezers - Put an amount in each container/ save the frozen evil peas from the jelly! Create a super hero assault course outside Dance write - Tell the story of Supertato and ask the pupils to act out his actions e.g. flying through the air, lifting up the cheese, washing broccoli. On a large roll of paper encourage the pupils to make exaggerated marks showing how he moved e.g. swirls for flying through the air, large dots for stomping through the supermarket, line jumps to show jumping over tins of beans, circular marks to show him washing broccoli. Healthy eating - Use paper plates and art resources to make healthy dinner Make playdough superheroes. 	<p>Finger gym</p> <p>Materials for creative area/activities</p> <p>Imagination station - writing resources</p> <p>Mark making in all areas of provision</p> <hr/> <p><u>Look, Listen, Note</u></p> <ul style="list-style-type: none"> Children's' free spontaneous movement and how they demonstrate control. The tools children use for different effects. How they demonstrate handling different equipment safely. How children hold a pencil and other mark making tools.

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Literacy	<p>I can show I understand that information can be retrieved through reading books and computers.</p> <p>I can orally blend and segment VC/ CVC words</p> <p>I can link sounds to letter shapes and segment the sounds in CVC words, blending them together for reading.</p> <p>I can use some clearly identifiable letters to represent sounds in sequence in my writing including identifying and representing initial sounds.</p> <p>I can articulate what I intend to write and differentiate between the 'words' that I have written when reading back.</p> <p>I can identify 10 or more phase 2 graphemes</p> <p>Blend and segment in order to spell VC and CVC words</p> <p>Read , identify and write phase 2 tricky words</p>	<ul style="list-style-type: none"> • Look at books alone and with others. • Read class labels, lists and signs. • Recognise their own name. • Talk about pictures in books • Books in reading area • Range of resources in writing area e.g. plain paper, lined paper, note pads, envelopes, pencils, pens, glue, scissors etc. • Practise forming letters - morning books, writing area, pencils, pens, chalk, paint, sand, dough. • Join in with stories, rhymes and songs. • Phonics games • Interactive games on whiteboard linked to literacy/phonics • Phonics small groups • Communication and Language groups • Opportunities for mark making in role-play, construction etc. • Circle time • Write name at every opportunity • Look at a range of information books about London. 	<ul style="list-style-type: none"> • Texts : Supertato, Even Superheroes have a Bad Day by Shelley Becker, Super Duck by Jez Alborough, The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey. • Collect vocabulary and create a word wall with all new vocabulary. • Form letters in name correctly using pens, pencils, paints, sand. • Write phrases and sentences linked to focus text 'Supertato.' • To continue with phase 2/3/4 phonic sessions (Little Wandle) and streaming groups. • Pathways for writing - small group activities. • Write with a different range of media - e.g. shaving foam/glitter. 	<p>Range of texts</p> <p>Small World</p> <p>Writing/mark making resources</p> <hr/> <p>Look, Listen, Note</p> <ul style="list-style-type: none"> • Children's knowledge of initial sounds • How they link sounds to letters e.g. in writing • How children handle books • How children use writing to record things • Children's formation of letters.

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Mathematics	<p>I can show increasing confidence working with mathematical problems and can record, interpret and explain my thinking.</p> <p>I can recognise numerals from 0 to 10 and select the correct numeral to represent a set of objects.</p> <p>I can show that I am beginning to be able to use mathematical language to name and talk about 2D and 3D shapes.</p> <p>I can show an increasing confidence using measures in my play e.g. ordering two or three items by length, height, weight, distance or capacity.</p> <p>Use the part whole method to begin to understand addition</p>	<ul style="list-style-type: none"> • Sing number songs and rhymes • Count forwards and backwards 1- 5, 1-10, 1-20. • Compare and represent numbers up to 20 • Subitising and counting reliably up to 10 • One more and one less within 10/20 • Number bonds to 10 • Exploring 3D shapes • Sharing and Grouping • Make connections • Manipulate, compose and decompose. • Adult led small number groups • Resources in all areas • Number area 	<ul style="list-style-type: none"> • How many peas in a pod? Pupils shell peas to count and record how many. • Sort and classify vegetables • List class favourite vegetables • Investigate making repeating patterns with cake toppings • Simple problems involving addition and subtraction, using supermarket items • Fill two or three jars with different vegetables e.g. peas in one, sprouts in another, mini carrots in another. Children estimate the amount and label using a sticky note. Count together and compare amounts. 	<p>Resources in number area Number games 3D shapes Challenge cards Digit cards Number lines Cubes Sorting objects Number books</p> <p>Containers in water and sand</p> <p>ICT games</p>
	<p><u>Look, Listen, Note</u></p> <ul style="list-style-type: none"> • How they use numbers in play. • How they solve and talk about problems involving number. • Children's use of mathematical language. 			



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Understanding the world	<p>I can show what I know about festivals and celebrations within my own culture through words or actions</p> <p>I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.</p> <p>I can use technology to enhance my play such as using a lightbox to create artwork, a tablet to look at a book or a device to take a picture of my work</p>	<ul style="list-style-type: none"> • Explore textures such as wet/dry sand, dough, gravel, leaves, bark. • Observe things closely, record through drawing and modelling. • Use small world and role play to explore environments. • Experiment with changing materials - looking at floating and sinking. 	<ul style="list-style-type: none"> • Where do our vegetables come from? How do they grow? • Vegetables frozen in ice - observe what happens. How can we make the ice melt faster? • Retell the story of Supertato - dress up as superhero characters • Make vegetable soup/ mashed potato. Look and describe a potato before boiling- notice the changes. 	<p>Small world resources - under the sea</p> <p>Natural materials</p> <p>Range of stories and texts</p> <p>Globe/maps</p>
				<p><u>Look, Listen, Note</u></p> <ul style="list-style-type: none"> • How children respond to change and patterns. • Instances of children identifying features of living things and objects. • How children investigate objects and materials. • The way children build things/make things. • How they choose different things.

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Expressive Arts and Design	<p>I can select and use simple tools and techniques competently and appropriately to shape, assemble and join materials.</p> <p>I can work with others to develop a group narrative within imaginative play, taking on board the ideas of others</p>	<ul style="list-style-type: none"> • Sing a range of simple songs and rhymes. • Make music through singing, body sounds and musical instruments. • Listen to a wide range of music. • Respond to music through painting, drawing, writing and dance. • Looking at different songs/instruments using Charanga music scheme. 	<ul style="list-style-type: none"> • Vegetable heroes- Create superhero vegetables with pipe cleaners, googly eyes and small pieces of fabric • Vegetable print • Superhero dress up and supermarket role play • Make own superhero mask/ capes • Make paint patterns using kitchen utensils • Design and make evil pea traps • Create a superhero obstacle course • Write on black paper with a pencil and use a torch to read...bat writing! • Role play opportunities/small world 	<p>Range of books/stories</p> <p>Small world/role play resources</p> <p>Range of resources in creative area</p> <p><u>Look, Listen, Note</u></p> <ul style="list-style-type: none"> • How children respond to different experiences e.g. moving to a sound. • How children mix colours. • The decisions they make about colour choice. • How they experiment with different creative materials. • Responses to different sounds and music. • How they use sound to extend play.