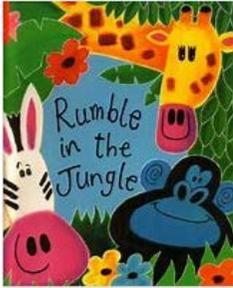
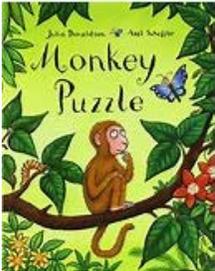




# EYFS MEDIUM TERM PLANNING- THE UNIVERSE WE LIVE IN

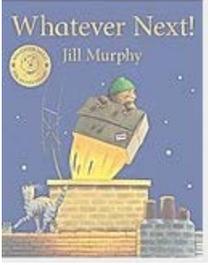
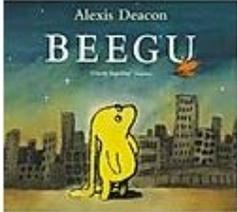
Curriculum Planning Summer Term 2020

Curriculum Planning Summer Term 2020						
	Intent		Implementation		Impact	
	Key Learning	Opportunities and experiences	Key vocabulary and Questions	Book Links	Evidence	
Building Relationships	<p>To be confident to try new activities, and say why they like some activities more than others.</p> <p>To talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>To work as part of a group or class, and understand and follow the rules.</p> <p>To play co-operatively, taking turns with others.</p> <p>To take account of one another's ideas about how to organise their activity</p> <p>To form positive relationships with adults and other children</p>	<p>Children will be promoted to solve conflict themselves. They will be encouraged to reflect on their decisions and making the right choice.</p> <p>Children will be given the opportunity to work in small groups to develop independent skills as well as group work.</p> <p>P4C lessons</p> <p>School trips</p> <p>Transition to their new class.</p>	<p>P4C</p> <p>Please</p> <p>Thank you</p> <p>May I have a turn?</p>	<p>Rumble in the Jungle</p>  <p>Monkey Puzzle</p> 	<p><u>At home, you may now see your child...</u></p> <p>Talking about friendships in school.</p> <p>Discussing their views on situations and how to make good choices.</p>	<p><u>Children can now...</u></p> <p>Play cooperatively with friends.</p> <p>They can solve problems independently.</p>
Gross Motor	<p>To be able to move confidently in a range of ways safely negotiating space.</p> <p>To handles tools correctly including pencils for writing.</p>	<p>¾ times a week Squiggle Whilst You Wiggle, Dough Disco and Funky Finger activities.</p> <p>Outdoor larger scale chalking on the floor.</p> <p>Weekly PE session</p> <p>Outdoor children can make their own obstacle course.</p> <p>Large scale construction outdoors.</p> <p>Sports day practise.</p>	<p>Clock wise</p> <p>Anti clockwise</p> <p>Round</p> <p>Up</p> <p>Down</p> <p>Bigger</p> <p>Smaller</p>	<p>Whatever Next?</p>	<p>Will hold a pencil correctly.</p> <p>Will be writing recognisable letters, some of these will be correctly formed.</p> <p>Will be able to cut using scissors. Some children can cut out shapes using scissors.</p>	<p>Form letters correctly whilst using a tripod grasp to hold a pencil.</p> <p>Write letters such as a,d,g,q, are formed correctly using a anti clockwise movement.</p> <p>Write letters will sit on the line and most will be correctly formed.</p>



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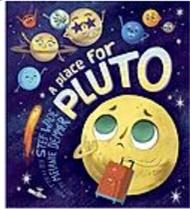


<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fine Motor</p>	<p>To be able to use a tripod grasp to hold a pencil to correctly form letters.</p>	<p>Funky Finger area to continue to develop cutting skills and fine motor. Focused handwriting sessions to develop letter formation. Writing areas and writing activities to develop independent writing and promoting correct letter formation.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comprehension</p>	<p>To read simple sentences and explain to others what they have read.</p>	<p>Weekly book based activities to develop understanding and structure of stories Story mapping. Reading area has a range fiction and nonfiction books for children to enjoy as well as books that children will be able to read independently. Small world/ story telling area will be changed in line with the book to promote the retelling of the text that week. Guided reading sessions.</p>	<p>Whatever Next: Moon Rocket Cupboard Helmet Boots Gasped Space Space boots Nights Stars Dripped Picnic Chimney</p> <p>3 Little Aliens and the Big Bad Robot Crater Planet Universe Robot Meteor Swirling Zipped Breathe Golden rings Satellite Galaxy Moons Stardust Solar panels Telescope Rover Orbit Forced million</p> <p>Beegu: Understand Thought Calling alone Far away</p> <p>Place for Pluto: Avoid Meteor Planets Axis Moon Orbit Dwarf planets Solar system Milky Way Meteor shower</p> <p>Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto</p>	<p>3 Little Aliens and the Big Bad Robot</p>  <p>Beegu</p>  <p>Place for Pluto</p>	<p>Will be able to hold a book the correct way, turning one page at a time whilst discussing or retelling a story. They may even make up their own story using the pictures as prompts. Will read books matching their phonics abilities and explain what they have read.</p>	<p>Children will be able to read themselves and explain what they have read. Children will share knowledge based upon space and the world we live in.</p>



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Word Reading	To read simple sentences and explain what they have read. To use phonic knowledge to decode regular words and read them accurately. To read some common irregular words.	Children to complete weekly guided reading session with a book that matches their phonics ability and home reader. Daily phonics. Reading are will have a range of books children can read independently.	These will be linked specifically to each child's reading level based upon their phonics ability / group.		Read CVC/CVCC words. Read simple sentences and will use their knowledge to read in the environment.	Children will be able to read CVC and CVCC words they will then be able to read sentences and explain what they have read. Children will read at least 3 times at home.
Writing	To begin to write short sentences- remembering full stops, finger spaces and capital letters. To write cvc and cvcc words. To write their name independently. To be able to copy captions.	Indoor writing area where children can write independently. Simple picture prompts for children to write a simple sentence. Additional writing area / fact area to promote writing and searching for their own information. Weekly writing session in books. Independent writing books so that children can apply the skills they have been taught independently.	Language based upon theme for each week linked to books.		May take an interest in writing at home and will want to imitate adults writing. Children will be able to write CVC words and will write sentences. Sentences will include 'red words'.	Writing words by using Fred Fingers to identify the sounds in the words. Writing sentences that can be read by themselves and other.
Number	To have a knowledge of numbers from 0-20. To be able to add and subtract two single numbers.	Continue to visit Ten Town to help develop number formation and number recognition to 20. Maths carousel- concrete, pictorial and physical activities. Children will take part in 2 formal maths lesson a week. Children will be introduced to subtraction calculations. Children will revise and revisit previously taught skills.	Add, plus, total Equal One more / one less Estimate More / less		Will be able to solve problems using their own mathematical knowledge. They will be able to find the total number of objects and will be able to read addition calculations.	Have a firm knowledge of numbers within 20. They are able to order, say one more or one less, they can write numbers and recognise numerals 0-20.



# EYFS MEDIUM TERM PLANNING-

## THE UNIVERSE WE LIVE IN

<p>Understanding the World – Growth and Change</p>	<p>To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. To make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Research animals and where they live and why. Compare the different environments creatures live in. Why do they live in them environments? Discuss could we survive in space or plants? Children to experiment with plants and discuss what they need to survive and compare to humans. Develop knowledge of baby animals using the story Monkey puzzle- link this to spring and new born animals. Describe it find it- using a range of different animals. Children will use technology – IPAD's and computers to research animals and find out information that they want to know.</p>	<p>Plant Seed Grow Leaves Oxygen Carbon dioxide Monkey / infant Butterfly / caterpillar Elephant / calf Snake / hatchling Spider / spiderling Parrot / chicks Frog / tadpole Bat / pup</p> <p>Bigger Trunk Coils Slithers</p>		<p>Will have a knowledge of animals that live in the jungle, how they live there and their features. Can begin to discuss about baby animals and their mothers and know some names of the baby animals. Be able to discuss how and what a plant needs to grow. Discussing the different features of the world.</p>	<p>Children will know that there are different parts of the world and that they have different features and animals that live in different parts of the world. Discuss that different creatures need different habitats and factors to survive. They will know where they live and it is part of England and the world.</p>
<p>Understanding the World- People, Culture and Communities</p>	<p>To know about similarities and differences between themselves and others To know about similarities and differences among families, communities and traditions</p>	<p>Children will learn about the celebration- Children's day in Japan. Children will take part in the celebration and discuss how they could celebrate it. Children will discuss what makes them an individual and makes them happy. (May 5th)</p>	<p>Hola  Ola  Konnichiwa- Hello Japanese</p>		<p>Children will be able to say hello in a range of languages- Japanese, South American and Portuguese. They can discuss themselves in positive terms and what makes them unique.</p>	<p>Recognise there are different ways to live. People speak in different languages and live in different environments.</p>



# EYFS MEDIUM TERM PLANNING- THE UNIVERSE WE LIVE IN



<p>Expressive Arts and Design – Being Imaginative and Expressive Art and Design</p>	<p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories To safely use and explore a variety of materials, tools and techniques To experiment with colour, design, texture, form and function</p>	<p>Children to develop cutting skills Children will complete their final self-portrait assessment. Using jungle animal's children will use a range of materials to complete observational drawings. Children will choose materials and resources to design their own alien and robots. Children will have to evaluate what they have created and how they could improve it. Open ended resources will be provided in the creative area for children to use and make art work- children will be encouraged to use the junk modelling to create robot. Small world will be enhanced with jungle animals and materials so that children can choose what type of animals they would like to us to create stories. Children to be independent when colour mixing and create colour for a purpose in their pictures.</p>	<p>Mix Primary Secondary Lighter Darker</p>		<p>Enjoying drawing or making things that represent objects. They will be able to discuss what they have done and how they could make things better. Children will have a knowledge of mixing colours and what colour two colours will make. They will mix colours to for a purpose. They will use tools and resources safely and effectively to create different constructions.</p>	<p>Children will know how to make colour- purple, green, pink. Children will be able to evaluate what they have done and how they have done it. Children will be able to use their skills to improve their model / picture.</p>
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