

## Communication and Language

### Listening, Attention and Understanding

I can listen to stories carefully.

I can listen to simple instructions then carrying them out.

I can maintain attention during Carpet sessions for 15 minutes

I can understand prepositions.

I can follow a two-part instruction.

### Speaking

I can talk for longer in conversations.

I can join in with stories, rhymes, poems and songs.

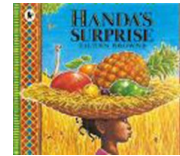
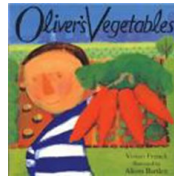
I can learn lots of new specific vocabulary and use it in conversations.

### Key vocabulary

Fruit, vegetables, healthy, eating, balanced diet, cooking, baking, recipe, menu, instructions, cookery, book, food diary, healthy eating, breakfast, diet, estimate, hydrated

## Summer 2- Medium Term Plan

Food Glorious Food  
(Fruit, vegetables, taste, senses, cooking, baking)



### Physical Development

#### Gross Motor

I can show spatial awareness and running and changing direction.

I can confidently use a range of climbing equipment.

I can use scissors.

I can use outdoor loose parts play (tyres, plastic crates and large planks) creating with a purpose in mind.

#### Fine Motor

I can use scissors.

I can hold a pencil correctly.

I can write some letters of my name.

I can thread smaller objects.

I can use tweezers to pick up smaller objects.

I can use different tools (scissors, paintbrushes, pens, hammers or bricks) to make things.

I can form some recognisable letters independently.

I can draw.

## Personal, Social and Emotional

### Self- Regulation

I can play in a group and asking friends to play.

I can show confidence in sharing ideas and experiences both adults and children.

### Managing Self

I can take risks and trying new things.

I can develop a "can do" attitude.

I can develop independence in put on coat and dressed and undressed.

I can understand equipment needs to be used safely.

### Building Relationships

I can regulate my behaviour using feeling vocabulary.

I can explain what has happened when upset.

I can begin to solve conflicts through talking.

## Literacy

### Comprehension

Sharing high- quality stories and poems & attention to high-quality language with children through daily-story time and core text.

- Make predictions about stories.
- Talk about and retell stories using story vocabulary.
- Retrieve familiar stories that already heard and recall repeated refrains.

### Phonics Word Reading

I can learn a range of nursery rhymes (core) and action rhymes

I can engage in activities that develop focused listening and attention, including oral blending

I can identify initial sounds in words.

I can identify object with the same sound.

### Writing

I can mark make with fingers (lines, zigzags, circles).

I can use make marks tools such as sticks in mud, large paint brushes in water, in the air with ribbon sticks,

on the floor with large chalk independently.

I can write some letters from my name.

I can give meaning to marks.

## Traditional/ alternative story

### The Enormous Turnip



### Rhymes & Poems

Hey diddle, diddle  
Hop little Bunnies  
Peas

### High quality texts

#### (optional)

*Oliver's Vegetables*

*Oliver's Fruit Salad*

*Cookery Books*

*Handa's surprise*

*Where does my food come from?*

*Pop Flip Cook!*

*Mr Wolf's pancakes*

*Babaroo the alien and the magic of healthy food*

## Mathematics

### Number

I can use the vocabulary - more, less and the same.

I can count actions as well as objects up to 5.

I can count to 10 by rote using actions and songs.

I can count with 1:1 correspondence up to 5 objects.

I can subitise up to 3.

I can match number 1-5 to quantities.

I know last number signify how many in a group.

### Numerical Patterns/ Shape, space and Measure

I can compare between objects relating to length, size, weight, capacity with adult support.

I can explore time.

I can explore money.

I can describe positional language such as on top and under.

## Understanding of the World

### UW The Natural World (Science and Geography)

I can begin to learn about the life cycles of animals.

I can begin to compare adult animals to their babies.

I can observe how baby animals grow over time.

I can learn about the life cycle of a human.

I can learn how to take care of myself.

I can learn about my senses.

I can explore magnets.

I can listen to sounds.

I can make sounds.

### UW Past and Present (History)

I can begin to talk about people who are special to me.

I can share events about my family.

I can remember celebrations that are special to me.

### UW People, Culture and Communities (Geography and RE)

I am beginning to learn about different places of worship familiar to me - Church, Mosque, Synagogue.

I can recognise that others have different cultures or beliefs.

I can comment on recent pictures of celebrations (linked to own culture).

### Technology (Computing)

I can make toys move or work by pressing switches.

I can use a simple programme on an interactive whiteboard.

**Expressive Arts and Design**

**EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)**

I can explore with different colours of paint.

I can mix paints to see what happens.

I can draw a representation of a person using enclosed space.

I can draw from my imagination.

I can draw from observation and I can add details to my drawings.

**Cooking (D&T) (Science)**

Changing Materials - cooking

Vegetable soup

Porridge

**EAD Creating with Materials/ Being Imaginative and Expressive (Music)**

I can sing and perform.

I can learn a wide variety of our core songs.

I can sing high and low.

I can start and stopping with signals confidently.

I can create a song using a tune known.

I can learn simple sequence of movements in response to music.

**Seasons, Celebrations and other religions events**

Summer fair  
Father's Day

**Assessment opportunities**

Pupil progress meetings  
EYFS team meetings  
Reports

**Parental involvement**

Reception Welcome meeting

Stay & Play