

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

Water, sea, waves, fish, animals, swim, ocean, beach, seaside, sand, deep, shallow

Summer 1 - Medium Term Plan

Adventures Under the Sea

(the sea as a habitat, animals that live under the sea, different ocean, seaside settings)



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,

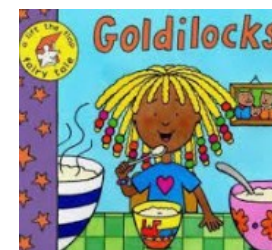
on the floor with large chalk independently.

I can write some letters from my name.

I can give meaning to marks.

Traditional/ alternative story

Goldilocks and the three bears



Rhymes & Poems

Row Row your boat

Five little ducks went swimming

Porridge is bubbly

High quality texts

(optional)

Sharing a Shell

Way Down Deep in the Deep Blue Sea

Commotion in the Ocean

Under the sea

Tickly Octopus

A Hole in the Bottom of the Sea

Rainbow Fish

Hooray for Fish

Tiddler

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

Eid
Ramadan
World Environment Day

Assessment opportunities

On-going assessments
EYFS team meetings
Internal moderation

Parental involvement

Story sharing morning
Stay & play