

## Physical Development

### Gross Motor

I can confidently choose ways of moving from one area/piece of equipment to another (inc. climbing).

I can use a push bike/3 wheeled scooter confidently.

I can jump and land with both feet.

I can begin to develop more spacial awareness and changing direction.

### Fine Motor

I can squat with steadiness and rise to my feet without using my hands.

I am becoming more confident to climb on play equipment.

I can move confidently in a range of ways such as walking, running, crawling and jumping.

### Health and self- care

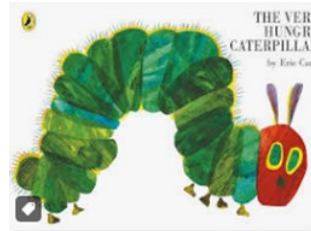
I can use the toilet independently with minimal adult reminders.

I can take shoes off and put on independently, and be able to put my coat on independently.

## Summer 1 - Medium Term Plan

In the garden- minibeasts and growing

New April intake-settling



### Communication and Language

#### Listening, Attention and Understanding

I can engage in the rhythm of the day independently.

I can join in with routines without being told.

I can follow and understand two step instructions.

I can begin to understand familiar stories and share their thoughts and feelings on characters.

I can focus my attention and concentrating during adult led carpet sessions.

I can be an active participant

I can begin to develop my understanding of the context of nursery rhymes and explore the characters/feelings/narrative.

I can begin to preserve.

I can begin to understand prepositions.

#### Speaking

I can join in with familiar stories.

I can begin to talk for longer in conversations.

I can begin to ask questions.

I can begin to make observations of the world/environment and share their thoughts and ideas.

I can begin to have 'their own' ideas'.

## Personal, Social and Emotional

### Self- Regulation

I can begin to talk about likes and dislikes.

I can display empathy towards others feelings.

I can begin to take risks and trying new things.

### Managing Self

I can understand the rhythm of the day and behaviour expectations and support others if needed.

I can use regulating behaviour using feeling vocabulary.

I can begin to respond quicker and positively to adult's support when resolving conflicts.

### Building Relationships

I can begin to engage in meaningful play with others, role play, collaborative play.

I can be comfortable around 'unfamiliar' adults i.e., to greet them.

I can share physical space in play.

I can listen, respond and extend play, sharing ideas with adults and children.

I can initiate play and conversations.

## Literacy

### Comprehension

I can repeat words and phrases from familiar stories. I can make comments about the book, ask questions and share own ideas.

I can notice some print such as letters, first letter of name etc.

### Writing

I can begin to give meaning to marks "That's mummy".

I can make marks on their picture to stand for their name.

### High quality texts

#### (optional)

One little seed

Sunny's seed

The Little Gardener

My First Vegetable Garden

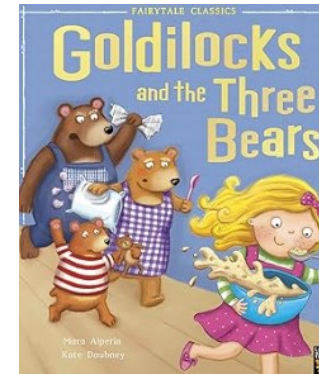
Plant and Grow

Flip Flap Minibeasts

Mad about Minibeasts

## Traditional/ alternative story

Goldilocks and the Three Bears



### Rhymes & Poems

Hickory dickory dock

Ring a ring o' roses

Jack and Jill

### Key vocabulary

Flower, tree, soil, grow, sunlight, insect, bee,  
spider, wings, crawl,  
travel, train, map, road, explore

## Mathematics

### Number, Numerical Patterns/ Shape, space and Measure

I can notice patterns and arrange things in patterns.

I can count in everyday context sometimes skipping numbers.

## Understanding of the World

I can make connections between the features of their family and other families.

I can notice differences and similarities between people.

I am beginning to have their own friends.

I can notice detailed features in their environment.

## Seasons, Celebrations and other religions events

Holi

Eid

Ramadan

World Environment Day

## Parental involvement

Stay and Play

## Assessment opportunities

Ongoing assessments

EYFS team meetings

Internal moderation

## 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 choose colours and using colour names.

### Cooking (D&T) (Science)

Changing Materials - cooking

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

I can sing and perform.

I can learn variety of songs.

I can explore pitch singing high, low, fast and slow.

I can start and stop with signals.

I can copy simple actions and patterns.