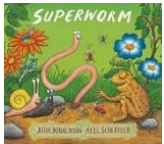
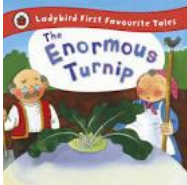
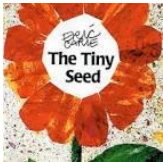

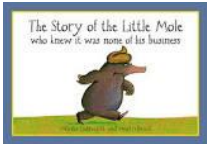


EYFS Medium Term Topic Plan – Summer 1 – In the Garden

	Wk 1 – 21.4.25	Wk 2 – 28.4.25	Wk 3 – 5.5.25	Wk 4 – 12.5.25	Wk 5 – 19.5.25		Adaptations
The Natural World	<p>Intent: Children will begin to look at the different natural environments around the school.</p> <p>Implementation: Children will move around the outdoor environment and explore the different areas.</p> <p>Impact: Children will be able to talk about the different natural environments in the school grounds.</p>	<p>Intent: Children will focus on one natural environment in the school – the nature garden. They will begin to explore what is in the nature garden.</p> <p>Implementation: Children will have clipboards and a tick list of what they can see in the nature garden. They will take pictures.</p> <p>Impact: Children will be able to talk about what is the natural environment of the nature garden.</p>	<p>Intent: Children will recall what they saw in the nature garden. They will contrast this with the rainforest in South America.</p> <p>Implementation: Children will recap what they found in the nature garden – look at pictures taken. They will watch the ‘Go Jetters’ clip of the Rainforest in South America. They will discuss what they see.</p> <p>Impact: Children will be able to compare what they have seen in the Rainforest to what they saw in their natural environment of the school’s nature garden.</p>	<p>Intent: Children will be able to talk about similarities and differences between our natural environment at Pondhu to the rainforest in South America.</p> <p>Implementation: Children will have a group discussion about similarities and differences they see. They will then draw a picture and do some writing about something that is different.</p> <p>Impact: Children will know the similarities and differences between the rainforest and the nature garden.</p>	<p>Intent: Children will be able to talk about similarities and differences between our natural environment at Pondhu to the rainforest in South America.</p> <p>Implementation: Children will have a group discussion about similarities and differences they see. They will then draw a picture and do some writing about something that is different.</p> <p>Impact: Children will know the similarities and differences between the rainforest and the nature garden.</p>		
The Natural World	<p>Intent: Children will think about what happens in the spring – new life, animals being born and new plants starting to grow.</p> <p>Implementation: Children will draw a picture of what spring time means to them.</p> <p>Impact: Children will be able to say what happens during the spring and what spring means to them.</p>	<p>Intent: Children will learn how to plant a seed and what it needs to make it grow.</p> <p>Implementation: Children will review their learning from the previous week of spring time and how things grow in the spring. Children will plant a sunflower seed and discuss what it needs to make it grow. They</p>	<p>Intent: Children will recall what a plant needs in order for it to grow.</p> <p>Implementation: Children will review their learning of what the sunflower needs to grow and will cut out and stick the pictures in the correct order.</p> <p>Impact: Children will be able to say what a plant needs to grow</p>	<p>Intent: Children will understand that seeds and animals go through life cycles. Children will begin to look at the life cycle of a sunflower.</p> <p>Implementation: Children will explore the PowerPoint of the life cycle of a Sunflower. They will also continue to check on their sunflowers and the progress of how much they have grown and fill</p>	<p>Intent: Children will continue to look at the life cycle of a sunflower.</p> <p>Implementation: They will recap the PowerPoint of what happens and will cut out and stick the life cycle in the correct order. They will do their final check in of their sunflower and how it has grown.</p> <p>Impact: Children will be able to talk through each stage of the sunflower life cycle.</p>		

		will draw what it looks like now. Impact: Children will begin to know how to plant a seed and what it needs to grow.	and the process behind it.	in the picture of what it looks like now. Impact: Children begin to talk about the lifecycle of the sunflower.			
Creating with Materials	<p>Intent: Experiment with colour, texture and materials.</p> <p>Implementation: Children will use a variety of poster paints and leaves to create their own print pattern.</p> <p>Impact: Children understand the use of leaves have on making different patterns and an awareness of how much paint affects the texture of the pattern.</p>	<p>Intent: Understand the form that nature provides</p> <p>Implementation: Children to gather items from nature in the school grounds that capture their interest because of the shape, form, texture - to create their own belt using double-sided tape on card.</p> <p>Impact: Children will be aware of the difference of materials found in nature – types of leaves, flowers, weeds, grass etc</p>	<p>Intent: Investigate texture by using different tools.</p> <p>Implementation: Explain that we are going to try and make rubbings – explain that the items need to have texture (bumps/ridges). In groups children to use charcoal/pastels/crayons to experiment with which one makes the best tool.</p> <p>Impact: Children will have a greater understanding of how different tools suit situations.</p>	<p>Intent: Design their own creation using items from nature</p> <p>Implementation: Using the artwork of Andy Goldsworthy as an inspiration look at how to use nature and the artwork that can be created from it.</p> <p>Children to design their own artwork in pairs - in this style to create in the next session.</p> <p>Impact: Children to have an awareness of a British artist and how they can replicate their style</p>	<p>Intent: create a functioning suncatcher from nature.</p> <p>Implementation: Share with the children different suncatchers and different kaleidoscopic patterns made using petals, leaves etc. Before children collect their items, they need to think about their pattern.</p> <p>Children will share their creations with others</p> <p>Impact: Children will make their sun catchers and speak clearly about their creations to the rest of the class and the others will ask questions and share their positive thoughts and opinions.</p>		
C/WR/W	RWI						
Writing and FM	<p>Intent: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds</p>	<p>Intent: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds</p>	<p>Intent: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds</p>	<p>Intent: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and</p>	<p>Intent: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and</p>		

	<p>with a letter or letters; - Write simple phrases and sentences that can be read by others. Implementation: Write sentences using different sentences starters related to things they find in the garden. Model writing process. Picture of a garden- model writing sentence 'I can see' remembering full stops, capital letters, finger spaces and using their Fred Talk. Impact: Children write recognisable letters in the tripod grip, spell words by listening to the sounds and write simple sentences using sentence starters.</p> <p>Drawing Club</p> 	<p>with a letter or letters; - Write simple phrases and sentences that can be read by others. Implementation: Write sentences using different sentences starters related to things they find in the garden. Model writing process. Picture of a tree- model writing sentence 'The tree is' remembering full stops, capital letters, finger spaces and using their Fred Talk. Impact: Children write recognisable letters in the tripod grip, spell words by listening to the sounds and write simple sentences using sentence starters.</p> <p>Drawing Club</p> 	<p>with a letter or letters; - Write simple phrases and sentences that can be read by others. Implementation: Write sentences using different sentences starters related to things they find in the garden. Model writing process. Picture of a the sun- model writing sentence 'The sun is' remembering full stops, capital letters, finger spaces and using their Fred Talk. Impact: Children write recognisable letters in the tripod grip, spell words by listening to the sounds and write simple sentences using sentence starters.</p> <p>Drawing Club</p> 	<p>sentences that can be read by others. Implementation: Write sentences using different sentences starters related to things they find in the garden. Model writing process. Picture of a pond- model writing sentence 'It is a' remembering full stops, capital letters, finger spaces and using their Fred Talk. Impact: Children write recognisable letters in the tripod grip, spell words by listening to the sounds and write simple sentences using sentence starters.</p> <p>Drawing Club</p> 	<p>sentences that can be read by others. Implementation: Write sentences using different sentences starters related to things they find in the garden. Model writing process. Picture of a spring day- model writing sentence 'I like the' remembering full stops, capital letters, finger spaces and using their Fred Talk. Impact: Children write recognisable letters in the tripod grip, spell words by listening to the sounds and write simple sentences using sentence starters.</p> <p>Drawing Club</p> 		
GM/PE	Intent: Negotiate space and obstacles safely, with	Intent: Negotiate space and obstacles safely, with	Intent: Negotiate space and obstacles safely, with	Intent: Demonstrate strength and balance when playing.	Intent: Demonstrate strength and balance when playing.		

	<p>consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>consideration for themselves and others. Implementation: Twinkl PE – Mr Keast</p>	<p>Implementation: Twinkl PE – Mr Keast</p>	<p>Implementation: Twinkl PE – Mr Keast</p>		
<p>Self-regulation and Managing self</p> <p>Jigsaw – Relationships</p>	<p>Intent: I can identify some of the jobs I do in my family. Implementation: Children will look at a picture of the teachers family. They will discuss who they are. Children will talk about their own families. Impact: Children will know who is in their family.</p>	<p>Intent: I know how to make friends to stop myself from feeling lonely. Implementation: Children will talk about what being lonely means. Children will build a 'friend' as a team. Impact: Children will understand what being lonely means and how to help someone that is feeling lonely.</p>	<p>Intent: I can think of ways to solve problems and stay friends. Implementation: Adult will show a picture that has been drawn on and say how angry they feel and how they don't want to be friends with the person who did it. Read 'George and Martha: The Complete Stories of Two Best Friends'. Stop at strategic points of the book, e.g. when the friend's interactions are not always perfect. Discuss if they have every felt that way.</p>	<p>Intent: I am starting to understand the impact of unkind words. Implementation: Children will sort through words that they think are kind/unkind. They will talk about how they feel when these unkind things are said to them. Impact: Children will know how it feels to hear unkind things being said – once things are said, they won't ever be taken back.</p>	<p>Intent: I can use Calm Me Time to manage my feelings. Implementation: Children will watch children having tantrums and think about how they are feeling. Recap last weeks session of feeling angry. Talk about what people do when they are angry. Do some calm me time and role play. Children will practise deep breaths . Impact: Children will know how to manage their feelings and emotions.</p>		
<p>Kapow RE</p>	<p>Intent: Children will be able to talk about what they might see in our natural world and why it might be special. Implementation: Children will begin by watching a video about our wonderful world. They will discuss what they see, hear, etc. children will go on a nature hunt</p>	<p>Intent: Children will know the Jewish and Christian creation story. They will be able to talk through each part. Implementation: Children will hear the Jewish and Christian creation story. They will use dough to make each part of the story. Impact: Children will know the creation</p>	<p>Intent: Children will know the story of Muhammed who is very important to Muslims. Implementation: Children will discuss when they have cared for animals and why we should be kind to animals. Children will make a habitat hotel using natural resources.</p>	<p>Intent: Children will be able to say why we need to care for the world and what we could do. Implementation: Children will be shown a picture of people caring for the world. They will play 'ispy' and discuss whose job it is to care for the world. Children will draw a picture of something that can do to care for the world.</p>	<p>Intent: To hear and discuss different beliefs and the part stories play in this. Implementation: Children will hear different stories from different religions and focus on what people believe. Impact: Children will have wider knowledge of the beliefs of different religions and how stories play a part in this.</p>		

	find things that they think are special. Impact: Children will be able to identify different things they think are special in our world and say why.	story and will be able to tell it.	Impact: Children will be able to tell the Muslim story of Muhammad and why we should be kind to animals.	Impact: Children will know how to care for the world and whose responsibility it is.			
LA/U/S Story starts and Favourite 25 Nursery Rhymes	Story time 5 speckled frogs	Story time The bear went over the mountain	Story time Mary had a little lamb	Story time Wiggly woo	Story time 5 speckled frogs The bear went over the mountain Mary had a little lamb Wiggly woo		
Music	Wednesday – singing and instruments						
LA/U/S Class reader Favourite Five	Yucky Worms Superworm The Very Hungry Caterpillar On the way home Jabari Jumps Angelica Sprocket's Pockets						