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| EYFS Medium Term Topic Plan – Summer 1 – In the Garden | | | | | | |
|  | **Wk 1 – 15.4.24** | **Wk 2 – 22.4.24** | **Wk 3 – 29.5.24** | **Wk 4 – 6.5.24** | **Wk 5 – 13.5.24** | **Wk 6 – 20.5.24** | **Adaptions** |
| The Natural World | Intent: Children will begin to look at the different natural environments around the school.  Implementation: Children will move around the outdoor environment and explore the different areas.  Impact: Children will be able to talk about the different natural environments in the school grounds. | 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.  Implementation: Children will have clipboards and a tick list of what they can see in the nature garden. They will take pictures.  Impact: Children will be able to talk about what is the natural environment of the nature garden. | Intent: Children will recall what they saw in the nature garden. They will contrast this with the rainforest in South America.  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.  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. | . | Intent: Children will be able to talk about similarities and differences between our natural environment at Pondhu to the rainforest in South America.  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.  Impact: Children will know the similarities and differences between the rainforest and the nature garden. | Intent: Children will be able to talk about similarities and differences between our natural environment at Pondhu to the rainforest in South America.  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.  Impact: Children will know the similarities and differences between the rainforest and the nature garden. |  |
| The Natural World | Intent: Children will think about what happens in the spring – new life, animals being born and new plants starting to grow.  Implementation: Children will draw a picture of what spring time means to them.  Impact: Children will be able to say what happens during the spring and what spring means to them. | Intent: Children will learn how to plant a seed and what it needs to make it grow.  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 will draw what it looks like now.  Impact: Children will begin to know how to plant a seed and what it needs to grow. | Intent: Children will recall what a plant needs in order for it to grow.  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.  Impact: Children will be able to say what a plant needs to grow and the process behind it. | Intent: Children will understand that seeds and animals go through life cycles. Children will begin to look at the life cycle of a sunflower.  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 in the picture of what it looks like now.  Impact: Children begin to talk about the lifecycle of the sunflower. | Intent: Children will continue to look at the life cycle of a sunflower.  Implementation: They will recap the PowerPoint of what happens and will cut out and stick the life cycle in the correct order.  Impact: Children will be able to talk through each stage of the sunflower life cycle. | Intent: Children will compare how their sunflower has changed because of how they looked after them.  Implementation: Children will think about their previous two pictures and draw the final one. They will write a sentence of how it has changed across week 1, 3 and 5.  Impact: Children will be able to say how their sunflower has changed from their observations. |  |
| Creating with Materials  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function  Make use of props and materials when role playing characters in narratives and stories.  Share their creations, explaining the process they have used. | **Intent:**  Experiment with colour, texture and materials.  **Implementation:** Children will use a variety of poster paints and leaves to create their own print pattern.  **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. | **Intent:**  Understand the form that nature provides  **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.  **Impact:** Children will be aware of the difference of materials found in nature – types of leaves, flowers, weeds, grass etc | **Intent**:  Investigate texture by using different tools.  **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.  **Impact**: Children will have a greater understanding of how different tools suit situations | **Intent:**  Design their own creation using items from nature  **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.  Children to design their own artwork in pairs - in this style to create in the next session.  **Impact:** Children to have an awareness of a British artist and how they can replicate their style | **Intent:**  Collect items from nature and make their own artwork inspired by Andy Goldsworthy.  I**mplementation:**  Children to explore outside and gather items to make their own picture that they create outside where they can gather all the materials they need.  **Impact**  Children will be able understand they may need to change and amend their plan if they cannot find the correct materials. | **Intent:**  Use 3D materials to create a functioning suncatcher from nature.  **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.  **Impact:**  Children will make... | **Intent:**  Share their creations, explaining the process that they have used  **Implementation:**  The children will take it in turns to come and share their suncatchers  **Impact:** Children will speak clearly about their creations to the rest of the class and the others will ask questions and share their positive thoughts and opinions |
| C/WR/W | RWI | | | | | | |
| Writing and FM | 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  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. | 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  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. | 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  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. | 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  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. | 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  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. | 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  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 like to’ 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. |  |
| GM/PE | Intent:  Negotiate space and obstacles safely, with consideration for themselves and others. Implementation:  Twinkl PE – Mr Keast | Intent:  Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast | Intent:  Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast | Intent:  Demonstrate strength and balance when playing.  Implementation: Twinkl PE – Mr Keast | Intent:  Demonstrate strength and balance when playing.  Implementation: Twinkl PE – Mr Keast | Intent:  Demonstrate strength and balance when playing.  Implementation: Twinkl PE – Mr Keast |  |
| Self-regulation and Managing self  Jigsaw – Relationships | 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. | 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. | 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. | 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. | 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. | Intent: I know how to be a good friend.  Implementation: Listen to a song about friendship. Match the pictures of pairs of friends e.g. Woody and Buzz. Talk about what they do to stay good friends. Children will tell each other what they like about each other.  Impact: Children will know how to be kind to each other and what makes a good friend. |  |
| Discovery RE | Intent: Learn about the story of The Boy Who Cried Wolf (Aesop Fable) and why we tell the truth,  Implementation: Adult will role play telling the other adult that they have dropped their biscuits on the floor only for the adult to find that it is not true. Tell the story of the boy who cried wolf then the children will act it out. Talk about how the villagers felt.  Impact: Children will be able to say why we need to be honest. | Intent: Learn the story of the Crocodile and the Priest (Sikh Story)  Implementation: Talk about crocodiles and the story with a lesson in it. Sikhs believe people should not think they are better than other people, because everyone is special and important,  but be the best person they can be. Talk about encouraging things we can say to each other to make each other happy.  Impact: Children will know how everyone is equal and how we can be kind to others. | Intent: Learn about the story of Bilal and the Beautiful Butterfly (a Muslim story).  Implementation: Recap learning of butterfly life cycles in Spring 2. Discuss changes and play game. Tell the story of ‘Bilal and the Beautiful Butterfly’. Muslims believe Allah created beautiful butterflies and lots of  other beautiful animals and places. Muslims believe they should praise Allah for the beautiful world He has created.  Talk about what they think is beautiful and special.  Impact: Children can talk about what is special to them and they know that Muslims believe Allah created beautiful things. | Intent: Learn the story of ‘The Gold-Giving Serpent’.  Implementation: Adult will read facts about snakes. Show children a map and identify UK and India. Tell the story of ‘The Gold-Giving Serpent’. Talk about how they would feel if they were left a coin and what the moral of the story is. Discuss being greedy/ grateful.  Impact: Children can talk about being greedy/ grateful and how things will make others feel. | Intent: Learn about the story of ‘Best Friends’- A Story from Asia.  Implementation: Discuss differences between Bertie Owl and an Elephant. Children look at non-fictions texts about elephants. Talk about the story of ‘Best Friends’ and how you’d feel if a friend went away and left you and what you’d do if you missed them. Make a class list of ideas.  Impact: Children will be able to talk about their feelings on their friends leaving and what they would do. | Intent: Learn about the story of ‘The Lost Coin (A Christian Parable).  Implementation: Children estimate how may 1p coins in a jar. Explain that Bertie is very sad as he did have 10 but  now has lost one. Children will search. When found, ask the children how they think Bertie felt when it was lost and now it has been found. Tell the story Jesus told of The Lost Coin. Ask the children to come up with actions to go with the story. Ensure the children understand the element of rejoicing and sharing the joy with others of finding the coin at the end.  Impact: Children will be able to talk about why God loves everyone and how he is happy if they can change their lives. |  |
| 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  The baker man. | Story time  Wiggly woo | Story time  5 speckled frogs  The bear went over the mountain  Mary had a little lamb  The baker man  Wiggly woo |  |
| Music | Monday – Charanga Unit ‘Big Bear Funk’ | | | | | |  |
| LA/U/S  Class reader  Favourite Five | Yucky Worms  Superworm  The Very Hungry Caterpillar  On the way home  Jabari Jumps  Angelica Sprocket’s Pockets | | | | | |  |