



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

	Wk 1 - 17.4.23	Wk 2 - 24.4.23	Wk 3 - 1.5.23	Wk 4 - 8.5.23	Wk 5 - 15.5.23	Wk 6 - 22.5.23
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>
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 will draw what it looks like now.</p> <p>Impact: Children will begin to know how to plant a seed and what it needs to grow.</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 and the process behind it.</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 in the picture of what it looks like now.</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.</p> <p>Impact: Children will be able to talk through each stage of the sunflower life cycle.</p>	<p>Intent: Children will compare how their sunflower has changed because of how they looked after them.</p> <p>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.</p> <p>Impact: Children will be able to say how their sunflower has changed from their observations.</p>

				Impact: Children begin to talk about the lifecycle of the sunflower.		
Creating with Materials	<p>Intent: Children will begin to talk about a special event happening - The King's Coronation.</p> <p>Implementation: Children will discuss how the King became King and what he does for his job.</p> <p>Impact: Children will know who this King is and why he is special.</p>	<p>Intent: Children will recall why King Charles is special and will then discuss what the coronation is all about.</p> <p>Implementation: Children will write some words about King Charles and what they think his Coronation will be like.</p> <p>Impact: Children will be able to talk about King Charles' Coronation.</p>	<p>Intent: Children will design a crown to wear at our role play Coronation/celebration party.</p> <p>Implementation: Design a crown to wear for the coronation party. Children choose the materials they want to use.</p> <p>Impact: Children will think about how they can role play the Coronation and will design their own crown for the occasion.</p>	<p>Intent: Children will make the crown they designed the previous week.</p> <p>Implementation: Children will make their crowns and talk about why they have chosen these materials and how they are going to put it together.</p> <p>Impact: Children will have talked through the process of making their crowns and why they chosen their materials.</p>	<p>Intent: Children will have a Coronation party to celebrate.</p> <p>Implementation: Children will wear their crowns and role play the Kings Coronation.</p> <p>Impact: The children will have designed, made, talked about and celebrated using something they have made themselves.</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 with a letter or letters;</p> <p>- Write simple phrases and sentences that can be read by others.</p> <p>Implementation: Write sentences using different sentences starters related to things they find in the garden.</p> <p>Model writing process. Picture of a tree- model writing sentence 'The tree is' remembering full stops,</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;</p> <p>- Write simple phrases and sentences that can be read by others.</p> <p>Implementation: Write sentences using different sentences starters related to things they find in the garden.</p> <p>Model writing process. Picture of a tree- model writing sentence 'The tree is' remembering full stops,</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;</p> <p>- Write simple phrases and sentences that can be read by others.</p> <p>Implementation: Write sentences using different sentences starters related to</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;</p> <p>- Write simple phrases and sentences that can be read by others.</p> <p>Implementation: Write sentences using different sentences starters related to things they find in the garden.</p> <p>Model writing process. Picture of a pond- model writing sentence 'It is a'</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;</p> <p>- Write simple phrases and sentences that can be read by others.</p> <p>Implementation: Write sentences using different sentences starters related to</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;</p> <p>- Write simple phrases and sentences that can be read by others.</p> <p>Implementation: Write sentences using different sentences starters related to</p>

	<p>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>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>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>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>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>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.</p>
GM/PE	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE - Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE - Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE - Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. Implementation: Twinkl PE - Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. Implementation: Twinkl PE - Mr Keast</p>	<p>Intent: Demonstrate strength and balance when playing. 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</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</p>	<p>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.</p>

			interactions are not always perfect. Discuss if they have every felt that way. Impact: Children will know how to solve problems with friends.		their feelings and emotions.	
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 many 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 time	Story time	Story time	Story time	Story time	Story time 5 speckled frogs

<p>Story starts and Favourite 25</p> <p>Nursery Rhymes</p>	<p>5 speckled frogs</p>	<p>The bear went over the mountain</p>	<p>Mary had a little lamb</p>	<p>I am the baker man.</p>	<p>Wiggly woo</p>	<p>The bear went over the mountain</p> <p>Mary had a little lamb</p> <p>I am the baker man</p> <p>Wiggly woo</p>
<p>Music</p>	<p>Monday - Charanga Unit 'Big Bear Funk'</p>					
<p>LA/U/S Class reader</p> <p>Favourite Five</p>	<p>Yucky Worms</p> <p>Superworm</p> <p>The Very Hungry Caterpillar</p> <p>On the way home</p> <p>Jabari Jumps</p> <p>Angelica Sprocket's Pockets</p>					

