



Richard Bonington Primary and Nursery School
FS1 Medium Term Planning
Summer 1 2024

N2's - cohort starting in Reception in Sept 2024

N1's - cohort starting in Reception Sept 2025

Enquiry Question

Who made these footprints?

Talk for Writing Focus

The Sleepy Bumblebee - Immersion, Imitation and Innovation

Vocabulary

prehistoric, extinct, t-rex, stegosaurus, triceratops, carnivore, herbivore, zoo, wild animal, big cat, reptile, aquarium

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Communication and Language

EYFS progression (N2's)

- I can turn my head and focus on adults and friends as I speak and play, responding to comments.
- I can listen to and follow two-part instructions. (do this, 'then' do that)
- I can respond to 'why' questions.
- I can see some similarities and differences between people.

EYFS progression (N1's)

- I can shift from one task to another if you get my attention.
- I can look at the person who is speaking 1:1 and at story time.
- I can concentrate for 5 minutes on an activity.
- I can respond to 'what' questions.

Communication and Language

1. Listening, attention, understanding
2. Speaking

Listening: Show listening by responding to why questions.
Understanding: I can follow two-part instructions. (do this, 'then' do that)
Speaking: I can use core vocabulary to describe the world around me.

Listening: Show listening skills at carpet time and in small group sessions.
Understanding: Show understanding of taught concepts through practical activity and child-initiated play.
Speaking: Develop conversation with friends and adults.

Maths - Master the Curriculum

1. Sequencing
2. Positional language
3. More than/fewer

Sequencing a Nursery Rhyme
Sequencing a daily routine
Sequencing a familiar story

On and under
In and out
In front and behind

More than
Fewer than
More than and fewer than

Circles
Triangles
Rectangles

Cubes and cuboids
Cylinders
Spheres

Consolidation

<p>4. 2D shape 5. 3D shape</p>						
	<p>Matching Dinosaur Roar card game</p>	<p>Matching Dinosaur Roar card game</p>	<p>Matching Numicon with dinosaurs</p>	<p>Recognising Numerals 1-5</p>	<p>Recognising Numicon 1-10 1-5 subitising (with objects)</p>	<p>Recognising Numicon 1-10 1-5 subitising (with objects)</p>
<p>Understanding the World EYFS Progression</p>	<p>Past and Present</p> <ul style="list-style-type: none"> I can remember and talk about significant events in my own experience. 		<p>People, Culture and Communities</p> <ul style="list-style-type: none"> I can recognise and describe special times or events for family or friends. Know that they are at RBPS and which class they are in. 		<p>Natural World</p> <ul style="list-style-type: none"> I can talk about some of the things I have observed such as plants, animals, natural and found objects. I can talk about why things happen and how things work. I can begin to show care for living things in the environment. 	
	<ul style="list-style-type: none"> I can talk about how my family celebrate with pictures as an aid 		<ul style="list-style-type: none"> I can talk about similarities and differences between myself and others I can name my friends 		<ul style="list-style-type: none"> I can say what the weather is like outside I can name wild animals tiger, elephant, giraffe, lion, zebra, snake. 	
<p>Understanding the World</p> <p>1. Past and Present 2. People, Culture and Communities 3. Natural World</p>	<p>What is a dinosaur? Children give facts they already know. Look at PP slides (Twinkl) and discuss. Introduce vocab and explain. Ask children if they have a favourite dinosaur.</p>	<p>What did dinosaurs eat? Reactivate vocabulary herbivore, omnivore and carnivore. Use the page from the 'Encyclopaedia of Very Important Dinosaurs' to show facts about dino food. Children making masks - can they remember what that dinosaur ate?</p>	<p>How were dinosaurs similar to today's animals? Reactivate vocabulary. Can the children think of any animals that remind them of dinosaurs? Look at examples - add vocab to wall (scales, armour, horns etc.)</p>	<p>Where can you go to see wild animals? Use the children's own experiences of places they have been - extend vocabulary and discuss why they can't see some of the animals at a farm, in the pet shop etc. Ensure understanding of aquarium, safari park, zoo.</p>	<p>Do you know what sounds jungle animals make? Reactivate where children can go to see wild animals from last week. Show the PowerPoint and go through the slides playing the sounds. Then use the sound files to play them randomly and see if the children remember which animal made the sound and the animal name.</p>	<p>What would it be like to go on a safari? Reactivate names of animals from the jungle. Look through the photos of being on safari. Tell the children about 'The Big Five' and 'The Little Five'. Which animal would the children most want to see (individual answers).</p>
<p>Expressive Art and Design EYFS progression</p>	<ul style="list-style-type: none"> I can use various construction materials. I can begin to construct stacking blocks vertically and horizontally, making and creating enclosures and spaces. I can join materials together using glue and tape. 					

	<ul style="list-style-type: none"> I can use a glue stick independently I can describe the texture of things 					
Expressive Art and Design 1. Creating with Materials 2. Being Imaginative and Expressive	Safe use of scissors. Correct pencil hold Name writing	Cutting: for purpose Attaching: masking tape and glue Painting: sponge painting Mark making: writing names Sing songs and make music - body percussion				
EAD ideas linking to topic	Shape dinosaurs Using pre-cut shapes to complete templates. Developing into children cutting out their own shapes.	Colouring and embellishing dino masks Provide dino outlines for children to create masks. Use a variety of materials.	Loose Parts Dinosaurs Provide card shapes, buttons, beads, cotton tips, pipe cleaners straws etc.	Paper plate zoo animals Provide templates, resources and examples for children to independently make their animal.	Cut and stick panda and shark Children use templates and examples to make their own animal.	Cutting spirals to make spiral animals. Circular cutting skills.
Physical Development EYFS Progression	<ul style="list-style-type: none"> I can put my arms through my sleeves when my coat is on my head I can stand momentarily on one foot when shown. I can be aware of others around me when I run I can move freely and confidently - walk, run and climb on the trim trail. I can make recognisable marks and tell an adult about it. I can write some recognisable letters I can hear the initial sound in some words I can write some or all of my name 					
	<ul style="list-style-type: none"> I can balance along a low beam (even with sideways feet) I can avoid obstacles when running/show some special awareness I can walk up and downstairs- not feeling nervous/holding anyone's hand I can draw straight lines and circles independently I access mark making activities independently/without encouragement 					
Physical Development 1. Gross motor 2. Fine Motor	Mark making and name writing Health and safety inside and outside Play outside safely	Mark making and name writing Health and safety inside and outside Play outside safely	Mark making and name writing Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills	Mark making and name writing Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills	Mark making and name writing Health and safety inside and outside Play outside safely.	Mark making and name writing Develop balance and movement. Develop simple ball skills

Personal, Social and Emotional EYFS Progression	<ul style="list-style-type: none"> • I am aware of my own feelings and can say how I feel. • I know that some actions and words can hurt others feelings. • I can begin to accept the needs of others, wait for my turn and share resources, sometimes with support. • Increasingly follow rules, understanding why they are important. • I can put my book bag, water bottle and coat away • I can select activities and use resources. • I enjoy the responsibility of trying out small tasks such as putting book bag away, finding their own water bottle and returning it and tidying up. • I can show confidence in asking familiar adults for help. • I can play with others • I can keep play going by responding to what others are saying or doing and showing an interest. • I can initiate play, offering cues to peers to join me.
	<ul style="list-style-type: none"> • I join in at larger group times (answer questions/talk during circle time) • I enter nursery confidently and happily wait for my carers at the end of the day • I am willing to have a go at a range of activities when encouraged • I can follow the nursery rules (with verbal reminders) • I can be friendly towards other children • I can role play using my own experiences (home corner/office/role play area)
Personal, Social and Emotional (SCARF) 1. Self-regulation 2. Managing Self 3. Building Relationships <u>plus Being My Best (SCARF unit)</u>	Leading others in classroom routines and managing areas of play in terms of playing with toys where they live, returning toys to shelves, keeping areas tidy. Help others including adults. Demonstrate good behaviour. Use language to showcase what I know and to share my ideas.
	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Follow Nursery rules. Have a group of friends who you seek out. Show a range of role play experiences.