St. Luke's COE Primary School EYFS Medium Term Planning

Cycle 1 Spring/Summer Theme: In the Garden

Focus Aspects of the Curriculum & Early Learning Goals (new EYFS framework September 2021)	**Possible Activities and Experiences**
PSED **ELG: Self-Regulation** Children will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Children will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Children will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	• Caring for the environment and creatures in the environment. • Local visits and trips – adapting behavior to different circumstances and situations. • Circle time activities – SEAL programme. • Exploring emotions and talking about how to manage them – linked to stories e.g.the bad tempered ladybird • Developing confidence to talk about things in a familiar group and listen to what others have to say, showing interest- e.g. developing reflelction time at carpet time. • Opportunities to show sustained engagement in activities e.g. on going projects over several days, revisiting learning experiences and reflecting on learning, activities that are responsive to children's current interests. • Transition - supporting children with approaching transition to new classes as appropriate to their needs e.g. longer transition time for some children. • Finding out about healthy eating through tasting different foods (link to hungry caterpillar book). • Cooking using seasonal foods – using tools

CL **ELG: Listening, Attention and Understanding** Children will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** Children will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	• Learning vocabulary linked to the garden e.g. names of animals and plants –first hand experiences and visits e.g. Camley Street, Garden Centre, The garden classroom, bingo games, reading books, targeted vocabulary teaching • Sequencing activities linked to stories and other practical activities e.g. the Hungry Caterpillar, Jasper's Beanstalk, sequencing instructions for cooking activities and life cycles. • Retelling familiar stories with puppets and props • Opportunities to reflect on and talk confidently about their experiences e.g. looking at photos of trips together, talking about what they have been doing at carpet time, sharing things they have found on a scavenger hunt or bug hunt etc • Developing attention and listening skills appropriate to their stage of development e.g. nursery children beginning to take part in more adult focused small groups when asked, Reception children beginning to attend 1or 2 assemblies.
PD **ELG: Gross Motor Skills** Children will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Children will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	• Outside play – using a range of large equipment - also visits to local playgrounds to use more challenging physical equipment • Gardening – using gardening tools safely and appropriately • Cooking using seasonal foods – using tools • Mini Olympics/Sports Day • Planned fine motor and letter formation activities e.g. fine motor workshop, write dance • Weekly dance and PE sessions.

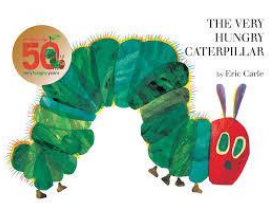
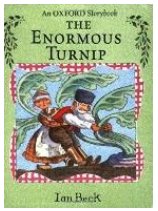
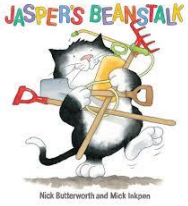
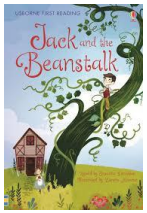
Literacy **ELG: Comprehension** Children will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Children will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Children will: • 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.	• Looking at reference books, the internet and other printed materials e.g. minibeasts, gardening books, pond life identification charts etc. to find out information • Recording their knowledge in writing through making their own reference books e.g. a bug book • Garden center role play – writing in role e.g. making labels, signs, orders etc • Writing linked to outside play interests e.g. bike play – car wash,mechanics, superheroes etc. • Make zig zag books about life cycles. • Keeping observational diaries e.g butterfly diary, tomato/sunflower diary. • Designing a sensory planter – drawing and labeling plants • Reading and retelling familiar stories orally and in writing e.g. Jack and the Beanstalk, The Very Hungry Caterpillar • Writing instructions e.g. how to make a worm farm • Creating story maps
Maths **ELG: Number** Children will: • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns**	• Counting bugs – how many they can find of each sort, how many legs, wings etc. Recording results. • Addition and subtraction activities e.g. looking at spots on each of a ladybirds wings and adding together, making spiders with different number legs on each side but totalling 8, practical exploration of number bonds to 10 • Exploring doubling and halving e.g how many legs on each side • Water play – exploring capacity • Measuring – growing plants and comparing heights, measuring worms • Make patterns using natural objects. • Go on a pattern walk looking for patterns in the environment. Take photos of patterns

Children will: • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. ***In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.***	they find. • Make caterpillars using different coloured dough or threading different coloured pasta focusing on repeating patterns. • Symmetry – butterfly prints • Role play shop/ garden centre – practical addition and subtraction, counting skills, number recognition, using money • Making fruit smoothies and recording how many of each type of fruit – writing numerical recipes.
<u>UW</u> **ELG: Past and Present (early history)** Children will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities (early geography)** Children will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World (early science)** Children will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	• Visit to Camley Street nature reserve • Visit the Garden classroom • Investigating minibeasts and looking at life cycles • Growing plants and gardening • Cooking with food they have grown • Creating a sensory garden – designing and planting herbs, scented plants • Growing beans, sunflowers or other fast growing plants • Looking at life cycles e.g. butterfly pavilion, frogs, chicks • Investigating mould and decay • Investigating different weather and seasons – visit Highgate woods in Summeror look around the school grounds and talk about changes they observe, set up a weather station. • Building dens in the garden • Building bird and bug houses • Investigating fruit and vegetables e.g. looking at different seeds, using senses to explore • Finding out where in the world fruit and vegetables come from • Mud Pie Kitchen

EAD **ELG: Creating with Materials (early art & DT)** Children will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Children will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	• Close observational painting of plants and minibeasts • Making minibeasts and flowers using different materials • Natural art – tree faces, natural mandlas, sun catchers • Small world imaginative play e.g. creating a fairy garden • Role play – garden centre, fruit and veg shop, mud pie kitchen • Exploring pattern and symmetry e.g. printing with natural objects, rubbings, butterfly pictures • Observational pictures and drawings of nature e.g. close observational drawings of trees in spring, flowers, etc. • Looking at paintings by famous artists e.g. Van Gough's Sunflowers and creating their own paintings and collages • Music and movement sessions – explore themes such as Spring and Summer and growth through music and movement e.g. make up dances to Vivaldi's Four Seasons. • Exploring woodwork table - e.g. designing and creating insect and bird homes.

Characteristics of Effective Learning	Playing and Exploring – engagement **ELG links: Managing Self**	Active Learning – motivation **ELG links: Managing Self, Self Regulation**	Thinking Creatively and Critically – thinking **ELG links: Managing Self**
	<u>Finding out and exploring:</u> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Showing particular interests <u>Playing with what they know:</u> • Representing their experiences in play • Taking on a role in their play <u>Being willing to 'have a go':</u> • Initiating activities • Taking a risk, engaging in new experiences, and learning by trial and error	<u>Being involved and concentrating:</u> • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination <u>Keeping on trying:</u> • Persisting with activities when challenges occur <u>Enjoying achieving what they set out to do:</u> • Showing satisfaction in meeting their own goals	<u>Having their own ideas:</u> • Thinking of ideas that are new and meaningful to the child <u>Making links:</u> • Making links and noticing patterns in their experience <u>Working with ideas:</u> • Planning, making decisions about how to approach a task, solve a problem and reach a goal.

Use of ICT	• Use digital camera/ disposable cameras to take pictures and identify flora and fauna. • Use painting programme to make observations. • Use internet to find out information about flora and fauna. • Investigate and find out about different apps – picture this, leaf etc. • Use digital microscope to look closely at plants and bugs – make comparisons. • Use digital scales to weigh natural objects. • Use a simple data handling programme to record results of surveys. • Use an ipad, tape recorder or video camera to record patterns in nature (visual, art, sounds, colours etc).
Useful Websites	oxfam.org.uk unicef.org.uk

	wildlondon.org.uk http://www.highlandschools-virtualib.org.uk/primary_curriculum/minibeasts.htm http://www.ltscotland.org.uk/earlyyears/resources/illustrations/minibeasts/index.asp http://www.freightlinersfarm.org.uk http://www.mylearning.org/interactive.asp?journeyid=77&resourceid=311 http://www.underfives.co.uk/minibst.html http://www.kented.org.uk/ngfl/games/minibeasts_v3.html http://www.bbc.co.uk/cbeebies/somethingspecial/stories/minibeasts.shtml http://wsgfl2.westsussex.gov.uk/aplaws/intergames/plant/Minibeast-hunt_table.swf http://www.naturegrid.org.uk/grassland/index.html http://www.london-fire.gov.uk/ http://www.met.police.uk/youngpeople/ http://www.childrenfirst.nhs.uk/kids/index.html http://www.eastamb.nhs.uk/kids-stuff http://www.bbc.co.uk/gardening/gardening_with_children/ http://www.thekidsgarden.co.uk/ woodland trust – nature detectives site
Trips and Visits	• The Garden Classroom • Forest School • Local park visits • Pond dipping • Hampstead Heath
Links to sustainable development and Global Curriculum	• Caring for the environment – gardening, caring for animals and plants, preserving water • Sustainability – growing own food • Global links- finding out about cultures around the world
Core Books	   
Other Useful Books	**Reference**: Books about minibeasts, wildlife, plants, flora and fauna, nocturnal animals, living and non-living, mammals **Story books**: The Very Busy Spider, Oscar and the Frog, The Tiny Seed, Tadpole's Promise, The Bad Tempered Ladybird, 999 Tadpoles Find a New Home, Paco and the Giant Chili Plant, Bloom, The Extraordinary Gardener
Environment and Additional Resources	**Displays:** Our families, self-portraits, senses, baby photos **Resources**: Baby role play – baby bath, nappies, baby clothes, towels, baby toys and books, bottles, feeding equipment, cot, high chair, catalogues of baby equipment, baby weighing scales, 'red books', height chart Doctor/Hospital – dressing up clothes, prescription pads, laminated 'x rays/ultra sounds', bandages, stethoscopes, thermometers etc., medical leaflets and posters in different community languages, scales, height charts, health eating material Investigations – different sensory materials e.g. different textured materials, small bags of different scented materials, different foods to taste, instruments, sound lotto; materials which change state e.g. jelly, salt, ice lollies and ice cubes, corn flour, soap flakes, bicarb of soda, bubble mixture
Involving Families	• Invite parents in to talk about their cultures • Inviting parents to accompany children on trips and outings in local area

	• Involve parents in gardening and growing projects • Involve parents in setting up mini Olympics for children – support parents in helping their children stay fit and healthy • Family picnic in local park • Mystery readers with parents • Kitchen Club • Parent workshops