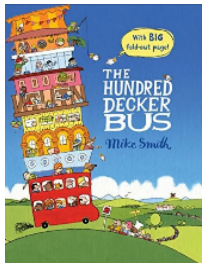
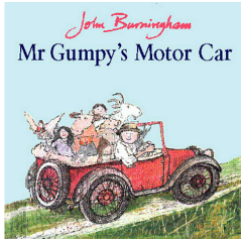
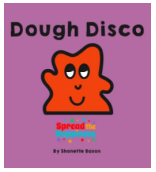
EYFS Medium Term Plan Overview *New Holland*
Summer 1 Broad Theme: Transport - How Do We Get From A to B?

	w/c 20.4.26	w/c 27.4.26	w/c 4.5.26 (4 days)	w/c 11.5.25	w/c 18.5.25
Hooks / provocation	Visit to the Street Life museum in Hull on 23.4.26	Travel survey How did I get to school today?	Traffic Survey - what types of transport pass through our village?	Bring your scooter to school day	The Great Goxhill Boat Making Day - design and build a boat to carry Penguin across the ocean.
Communication and Language	**Nursery:** ***Revisit previous terms C and L progression and also*** I can listen carefully to songs, stories and rhymes and respond by joining in.I can understand and respond to instructions with 2 key words, e.g. Put on your hat. 3 key words Can you wash dolly's face? I understand and respond to 'why' questions. I can start a conversation and take it in turns to speak. I can explain, describe, recount and retell. I can join in with conversation. I can say a sentence of 4-6 words, e.g. Can I have more milk please? I can compose a simple sentence orally in Plan and Do time saying where I am going to play and where I have been playing. I can use connectives to link words in sentences e.g. I like milk because it tastes nice. I want an apple and a drink of water. I can use greetings and social phrases with a range of adults in the environment and visitors **Reception:** ***Revisit previous terms C and L progression and also -*** I can listen carefully to my peers, adults and visitors. I can respond with questions, comments and actions. I can make comments about what I have heard. I can ask questions to help me understand. I can engage in conversation with my friends and my teachers. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events I can engage in back-and-forth conversations with peers and adults. I can talk about why things happen. I can talk in sentences using a range of tenses and a range of starters. I can use vocabulary from stories, non-fiction, rhyme and poems in my everyday talk I can use conjunctions to connect my ideas				

Literacy 1. Vocabulary focus 2. Character focus 3. Setting / adventure focus	 **Stand out vocabulary:** double decker, clambered, monotonous, repetitive, ferry, adventure, experience, inventor.	 **Stand out vocabulary:** deafening, blaring, modify, renovate, exhausted, weary, cassette, mouth organ,	 **Stand our vocabulary:** city, aviator, gondola, London, Venice, New York, Broadway, Beijing	 **Stand out vocabulary:** crowded, jam packed, squash, pile in, boggy, excuses, immobilised, team work, collaborate,	 **Stand out vocabulary:** confused, dejected, enquire, discover, harbour, accompany, companion, lonely, lonesome, South Pole, polar, Antarctica,
Physical development	**Daily movement based activities:** Dough Disco  Squiggle Bubble Time Parachute Running 				
PE (Reception only) **Get Set for PE** Ball Skills Unit 1	I know how to roll a ball to a target. I know how to stop a rolling ball.	I know how to aim with accuracy when throwing to a target.	I know how to bounce and catch a ball.	I know how to dribble a ball with my feet.	I know how to kick a ball.
Nursery: Squiggle Whilst You Wiggle *(early whole body skills needed for handwriting development)*	**Squiggle Dance 1: Up and Down** Moves: up, down, side to side and cross over	**Squiggle Dance 1: Up and Down** Moves: up, down, side to side and cross over	**Squiggle Dance 2: The Wiggle** Moves: Wiggle up, wiggle down, wiggle to the side and cross over	**Squiggle Dance 2: The Wiggle** Moves: Wiggle up, wiggle down, wiggle to the side and cross over	**Squiggle Dance 3: Circles** Moves: full circles clockwise, full circle anticlockwise, two circles in opposite directions, then reverse, then spin

Reception: Squiggle Me Into A Writer *Letters formed on handwriting lines after Squiggle moves*	I can form letters in the zig zag and smile family correctly vwuy	I can form misfit letters correctly: sfxz	I can form letters in the straight line family correctly – iltj and capital letters I L T J	I can form letters in the coat hanger family correctly – coa and capital letters C O A	I can form letters in the coat hanger family correctly – dgqe and capital letters D G Q E
Nursery Phonics (Foundations For Phonics)	**Rhyme Time:** Jack and Jill **Sound: j** **What's in the box?** jam, jug, jellyfish **Blend from the box:**j-a-m, j-u-g, j-e-t, j-ee-p	**Rhyme Time:** Miss Polly had a Dolly **Sound: v** **What's in the box?** Volcano, van, vehicle **Blend from the box:** v-a-n, v-e-t	**Rhyme Time:** A Sailor Went To Sea **Sound: w** **What's in the box?** wave, wig, web **Blend from the box:** w-i-g, w-e-b, w-ai-v (wave)	**Rhyme Time:** 1, 2, 3, 4, 5 Once I Caught a Fish Alive **Sound: y** **What's in the box?** Yellow, yap, yoyo **Blend from the box:** y-a-p	**Rhyme Time:** Mary, Mary Quite Contrary **Sound: z** **What's in the box?** Zebra, zip, zoo **Blend from the box: z-i-p, z-oo**
Reception Phonics **(Little Wandle Progression)**	Phase 4 cvcc words with short vowels **Tricky words:** said so have like	Phase 4 cvcc and ccvc words **Tricky words:** some come love do	Phase 4 ccvcc cccvc and cccvcc words **Tricky words:** do were here little	Phase 4 longer words and compound words **Tricky words:** there when what one	Phase 4 words ending in -ing, -ed, -est **Tricky words:** one out today says
Nursery Maths (Following White Rose Maths progression)	**Pattern 4: Lead on own repeats** I can join in fully with sequences in songs. I can say repeated refrains in stories I can copy simple art based patterns and begin to make my own patterns in art.	**Shape, Space and Measure 5: Start to puzzle** I can complete shape match puzzles. I can complete a simple jigsaw I can make a simple small world route with lines and curves.	**Pattern 5** **Making patterns together** I can clap in time to a beat / play a percussion instrument in time to a beat I can talk about objects in patterns and arrangements I can copy and continue simple ABAB patterns.	**Subitising 4** **Making games and actions** I can match dot patterns in regular and irregular arrangements I can play subitising games	**Subitising 4** **Making games and actions** I can copy sets of sounds I can listen to, and represent a number of sounds with my fingers I can listen to and represent a number of sounds with resources.

Reception Maths (Following White Rose Maths progression)	**To 20 and Beyond** I can build numbers 10-13 I can continue patterns beyond 10 (10-13) I can build numbers beyond 10 (14-20)	**To 20 and Beyond** I can continue patterns beyond 10 (14-20) I can count verbally beyond 20 I can count on and back from any number (within 100)	**Addition and Subtraction** I can add more I can take away	**2D shape** I can select shapes for a purpose I can rotate and manipulate shapes I can use positional language to describe arrangements of shapes	**2D shape** I can compose and decompose with 2D shapes I can copy a 2D shape picture I can find 2D shapes within 3D shapes
Understanding the world	**Past and Present / People and Communities / The Natural World** **N:I can talk about some of my own and my family's history** **R: I can talk about the past (e.g. dial telephone, no electricity) using photos and physical artefacts** **I can tell you some similarities and differences between the past and now** **Possible ideas:** Visit to the Street Life Museum Sorting transport into type: land, sea, air Sorting pictures of old and modern day transport What did the first car look like? Who invented it? How is it different to my car? What is this? and how is it different to my bike nowadays? How did people travel over the river Humber long ago? Listen to stories of famous aviators: Amy Johnson /Amelia Earhart				

	How did my Grandparents get to school? **N: I can talk about the differences I have seen in people, countries and communities from observations, photos and stories** **R: I can respond to stories and pictures to talk about differences in life in other countries** **Possible ideas:** Map Emma Janes aeroplane route, using a world map. What would Emma Jane see if she flew over Goxhill? Make a messy map of Goxhill. What is the South Pole like compared to where I live? **N/R: I can plant seeds and care for growing plants** **Possible ideas:** Planting sunflower seeds and caring for them / observing them as they grow.				
RE (Reception only) **UC Why is the word 'God' so important to Christians?**	I know what the Bible says about God (The creation Story)	I know how Christians show that God is important to them (church)	I know how Christians show that God is important to them (baptism)	I know how Christians show that God is important to them (wedding)	I know how Christians respect God name (the ten commandments)
PSED **'Relationships'**	**Relationships: My family** **N:** I can tell you about my family. **R:** I can identify some of the jobs I do in my family and how I feel like I belong.	**Relationships: Make Friends 1** **N**:I understand how to make friends if I feel lonely. **R:** I know how to make friends to stop myself from feeling lonely.	**Relationships: Make Friends 2** **N:** I can tell you some of the things I like about my friends. **R:** I can think of ways to solve problems and stay friends.	**Relationships: Bullying** **N:** I know what to say and do if somebody is mean to me. **R:** I am starting to understand the impact of unkind words.	**Relationships: Being the best friend we can be** **N:** I can work together and enjoy being with my friends **R:** I know how to be a good friend

EAD	**R: I can sSafely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process I have used. I can make use of props and materials when role playing characters in narratives and stories.** **N: I can take part in simple pretend play, using an object to represent something else even though they are not similar. I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. I can explore different materials freely, to develop my ideas about how to use them and what to make. I can develop my own ideas and then decide which materials to use to express them. I can join different materials and explore different textures.** **Possible ideas liked the broad theme:** Create transport models using reclaimed materials and construction materials (Mobilo, Duplo, Lego, Magnetix) Explore wheels, axels and axel holders. **R:** I can sing a range of well-known nursery rhymes and songs. I can pPerform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. I can invent, adapt and recount narratives and stories with peers and my teacher. N: I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs, or improvise a song around one I know. I can play instruments with increasing control to express my feelings and ideas.				

	Repertoire building: The Wheels on the bus, The big ship sails on the Ally Ally - O , Down at the station, Row, row, row your boat,
Music (Charanga) **Big Bear Funk unit**	I can find the pulse I can copy-clap 3 or 4 word phrases I can keep the beat of a song with a pitched note (pitch match) I can find and play notes C,D and E on a glockenspiel I can listen and respond to a range of music from the Funk genre.
Real life skills	**Nursery:** I can separate confidently from my carer/s I know how to take off and put back on my jumper, jacket and shoes (support from an adult to do laces) I know how to pour myself a drink using a water dispenser / milk from the carton I know how to pour myself cereal from the cereal dispenser I am beginning to use a knife and fork I know how to wash and dry my hands independently **Reception:** I know how to safely prepare my own snack, including pouring myself a drink of milk from the milk carton I can dress and undress for PE and the outdoor area independently (waterpoofs, wellies) I know how to apply suncream safely and how to keep safe in the sun. I know how to say hello, goodbye and Happy Birthday in French. I can use a knife to chop up foods

Continuous Provision: to be filled in from adult observations / adult child interactions following children's interests

Area of provision: indoor	**Enhancements**	**Notes of interest**
Role play area: Domestic area Kitchen Table and chairs sofa telephones cups and saucers plates and bowls cutlery		

<u>Snack area</u> chopping boards safety knives safety peelers bowls, plates, cups toaster jug		
<u>Water (indoor)</u> measuring jugs measuring cylinders pipettes funnels		
<u>Small world and block play</u> people (families) dinosaurs animals small wooden blocks cars train set		

<u>Construction</u> Mobilo Magnetix Lego / base boards tape measures books / photos of different buildings		
<u>Reading corner</u> sofa cushions puppets non-fiction texts fiction texts poetry books / nursery rhymes photos of people holding books correctly		
<u>Writing area / portable writing trolley</u> pencils of different thickness lined paper		

plain paper note books post its crayons gel pens felt tips hole punch Little Wandle Phase 2/3 GPC chart Tricky words Name cards		
<u>Creation station</u> **cardboard tubes and boxes** coloured card coloured paper glue scissors pencil crayons sellotape		

hole punch		
<u>Woodwork</u>		
<u>Malleable</u> flour salt bowls spoons measuring cups rolling pins cutters scales bun cases baking tin		
<u>Loose parts</u> pebbles log slices		

fabrics		
Stage		
Colouring area		
Areas of Provision Outdoor:		
Mud kitchen		
Large loose parts		

<u>Bikes and trikes</u>		
<u>Open ended</u> **Crates and Planks**		
<u>Science / investigation</u>		

Mark making		
Gross motor / physical		