

### Communication & Language

#### • **Listening and attention**

Listening to stories and rhymes connected to minibeast  
Promote listening skills through Listening with Lola program.

Daily storytimes and class discussions to encourage comments, questions and actions

Listening to longer stories and remember what happens

Hold confident conversations with peers and adults

#### • **Speaking**

Singing songs and rhymes connected to minibeast theme

Retell and make up stories through Helicopter story telling times and familiar texts

Talk about familiar books and stories

Understand, learn and use new vocabulary through a variety of experiences

Introduce word of the week to enhance and introduce new vocabulary connected to theme

Engage and talk about non fiction books

Weekly show and tell times to encourage opportunities to describe events in detail and ask questions to find out more.

### Literacy

#### • **Comprehension**

Count and clap syllables in words, spot and suggest rhymes

Ask questions about books and share own ideas

Retelling stories and narratives using their own words and new vocabulary. Use and understand new vocab in various situations

#### • **Word Reading**

Explore wide range of examples of print through labels, signs, menus, lists, recipes, story writing,

Develop the awareness to rhyme and the initial sounds in words

Read simple phrases and sentences using phase 2 and phase 3 letters and sounds

#### • **Writing**

Write names independently

Use some letter knowledge in early writing.

Squiggle Whilst you Wiggle to support early writing

Form lower and upper case letters correctly

Spell some words by identifying the sounds and writing

Write simple phrases and sentences using phase 2 and 3 letter sounds using punctuation such as capital letter and full stop.

### Understanding of the World

#### **Past and Present:**

#### **People, Culture and Communities:**

RE- Special Stories-What do Christians believe about God?

How do Muslims celebrate Eid?

Talk about the real superheroes in our community eg police, vets, doctors- Visits from vet and police, firefighters.

#### **The Natural World**

Talk here do our vegetables come from? How do they grow? •

Vegetables frozen in ice - observe what happens. How can we make the ice melt faster?

Notice changes when boiling potatoes.

## Medium Term Planning Summer 2 Superheroes

### Physical Development

#### **Gross Motor Skills**

Visit to village park to develop strength, balance and coordination on equipment

PE - Athletics

Set up obstacle courses to develop physical skills and become adaptive and creative movers. Be able to negotiate space well.

#### **Fine Motor Skills**

Daily Squiggle while you Wiggle sessions

Daily Dough Disco activities.

Finger gym activities threading, snipping, use of tweezers, pinching, hammers and nails, weaving

Letter formation daily activities to enhance fluency.

Dressing and undressing for PE

Opportunities for using knives for spreading, chopping and cutting

### Mathematics

#### **EYFS Follow the White Rose Maths Scheme**

Doubling

Deepening understanding

Sharing and grouping

Patterns and relationships

Even and odd

Spatial reasoning 3- visualise and build

Spatial reasoning 4- mapping

### Expressive Arts and Design

#### • **Creating with materials:**

Create superhero vegetables

Vegetable prints •Make own superhero mask/ capes

Make superhero laser goggles using egg cartons or cuffs using card

Make paint patterns using kitchen utensils

Design and make evil pea traps

Kapow Art Scheme- Let's get crafty

Kapow- DT- Cooking and Nutrition - Making veg soup

#### **Being imaginative and Expressive**

Charanga music scheme - theme reflect and rewind

Role play

Superhero dress up

supermarket role play

### Personal, Social & Emotional Development

#### **Self Regulation**

talk about solutions to conflict and rivalries

Explore situations from different points of view and talk about how others maybe feeling.

#### **Managing self**

understand class rules and remember them without prompts

Develop a sense of responsibility through different monitor roles in the classroom

Help children to set own goals and achieve them Embed routines such as washing hands, snack time, lunchtime

undress and dress themselves before and after PE and when dressing up

support children to become resilient and persevere in the face of challenges

Show confidence to try new activities

Show independence through activities

Children to reflect and self evaluate their own work

#### **Building relationships**

Explain why we take turns, wait politely and tidy up after ourselves

Opportunities to develop friendships through show and tell, group games and discussions

Daily opportunities to spend time with buddies

Show more confidence in new social situations with a visit from people in the local community