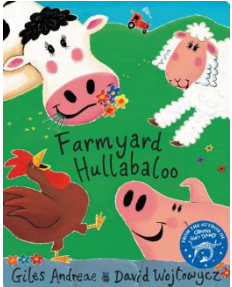
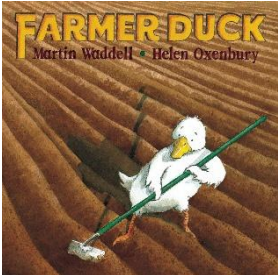
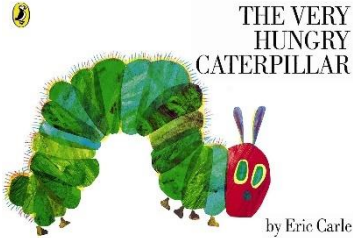
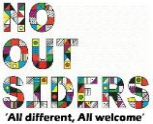
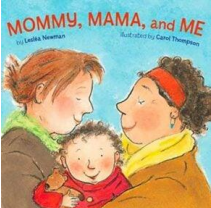


Early Years Summer 2 Midterm Plan 2025

| Early Years Summer 2 | Week 1 Farmyard Hullabaloo | Week 2 Farmyard Hullabaloo | Week 3 Farmer Duck | Week 4 Farmer Duck Harold Hillier Garden 27 th June | Week 6 Transition | Weeks 6 and 7 Minibeasts Local Area Walk |
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| Text Driver |  | |  | |  | |
| Six Strands | <p>Independence</p> | | | | | |
| <p>No Outsiders</p>  | <p>Mommy, Mama and Me.</p>  <p>LO: To celebrate my family</p> | | | | | |
| <p>PSED Early Learning Goals</p> | <p>Self-Regulation</p> <ul style="list-style-type: none"> - 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, responding appropriately, and following 1 & 2 step instructions <p>Managing Self</p> <ul style="list-style-type: none"> - 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 <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others;</p> <ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. | | | | | |

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| <p>Communication and Language Literacy</p> <p>English Reading</p> | <p>Listening:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions - 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 <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <ul style="list-style-type: none"> - Offer explanations for why things might happen, - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions <p>Comprehension</p> <ul style="list-style-type: none"> - 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. <p>Reading</p> <ul style="list-style-type: none"> - 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. <p>Writing</p> <ul style="list-style-type: none"> - 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. | | | | | |
| <p>Phonics</p> | <p>Phonics Phase 4 short vowels CVCC</p> | <p>Phonics Phase 4 short vowels CVCC CCVC</p> | <p>Phonics Phase 4 short vowels CCVCC CCCVC CCCVCC longer words</p> | <p>Phonics Phase 4 longer words compound words</p> | <p>Phonics Phase 4 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> | <p>Phonics Phase 4 Assessment Week</p> |
| <p>R.E Transition Looking Forward</p> | <p>LO: Share their own experience of looking forward</p> | <p>LO: listen to others talk about how <i>looking forward</i> relates to their own lives</p> | <p>LO: begin to identify how <i>looking forward</i> relates to everyone</p> | <p>LO: begin to recognise the story of the Prodigal Son which <i>looks forward</i> in the context of Christianity</p> | <p>LO: Reflect on <i>looking forward</i> and why it is important to many Christians. Is it important for them?</p> | <p>Assessment: Contextualise – take part in a puppet show and tell the story of <i>looking forward</i> in the Prodigal Son.</p> |
| <p>Mathematics</p> | <p>Number</p> <ul style="list-style-type: none"> - 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> - 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. | | | | | |

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| | Week 1 Properties of 2D shape linked to number and addition | Week 2 Place Value Addition and Subtraction | Week 3 Number bonds to 5 and 10 in warm Ups Pattern | Week 4 Time One More One Less Two more Two less | Week 5 Doubling and Halving | Week 6 Groups of divide Lots of share Cherry Model | |
| Physical Development | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> - 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - 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. | | | | | | |
| | Sports Day Preparation | Warm ups Sports Day Preparation | Warm ups Sports Day Preparation | Warm ups Jumping | Warm ups Jumping | Warm ups Team Games | Warm ups Team Games |
| Understanding of the World | <p>Past and Present</p> <ul style="list-style-type: none"> - 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> - 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. <p>The Natural World</p> <ul style="list-style-type: none"> - 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. | | | | | | |
| | Animals What animals will we find on a farm and why? | Animals Baby farm animals and Adult farm animals | Animals What is it like on a farm? Why? | Animals Mobile farm visit | Minibeasts Life Cycle of a Butterfly | Minibeasts Other minibeasts | |
| | History | How have I changed? Me now and then | How have I changed? Human Life Cycle | Similarities and differences between now and then | Similarities and differences between now and then | People who help us in our communities | People who help us in our communities |
| | Geography our Community | Where do we live in the world? | Summer Walk Our local area. | Fieldwork (in school) sketch features in outside area. | Mapping our classroom | Creating a treasure map | Following a map to find treasure |

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| Expressive Arts and Design | Creating With Materials <ul style="list-style-type: none">- 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. Being Imaginative and Expressive <ul style="list-style-type: none">- 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. |
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