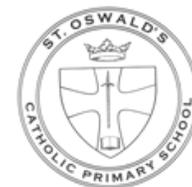


St Oswald's Primary School EYFS Planning 2021



Medium Term Planning Term: Summer 2 Date: 7th June -19th July 2021

Theme / Topic: Health and Fitness, and Changes

Big Question:

How do we keep healthy? How have we changed over time?

Year Group:	Nursery
<p>Focus of Learning / linked to topics: . Within this topic we will look at how we grow and change. Children will talk about what a baby can do and compare it to what they can do now. Children will have opportunities to reflect and also look forward to transition. We will also consider the features of a healthy lifestyle such as dental health, exercise, healthy eating, sleep and bedtime routines. This topic will include some cooking/making and tasting a range of healthy foods.</p>	<p>Prior Learning / linked to topics: Over the previous term we have looked at lifecycles and have talked about the changes that take place over time. We will reflect on this knowledge and study and discuss how we have grown and changed.</p>
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>	
<p>Prime Areas:</p>	
<p>Personal, Social and Emotional Development <u>Making Relationships C1,2,3,4</u></p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. (22-36) Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (30-50) Keeps play going by responding to what others are saying or doing. (30-50) Initiates conversations, attends to and takes account of what others say. (40-60) Explains own knowledge and understanding, and asks appropriate questions of others. (40-60) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50) <p><u>Self-Confidence and Self-Awareness</u></p> <ul style="list-style-type: none"> Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50) 	<p><u>Key vocab / key questions:</u></p> <p>Friends, Share, rules, well done, my turn, your turn, kind hands, kind words, hello, name, welcome, goodbye, see you tomorrow, can you?</p> <p>How are you today? What would you like to play with? Who are you playing with today? What is your name? What are your friends' names? Can you take turns? Whose turn is it next? How can we be kind to our friends?</p>

- Shows confidence in asking adults for help. (30-50)
- Confident to speak to others about own needs, wants, interests and opinions. (40-60)
- Can describe self in positive terms and talk about abilities. (40-60)
- Is more outgoing towards unfamiliar people and more confident in new social situations. (30-50)

Managing Feelings and Behaviour

- Shows understanding and cooperates with some boundaries and routines. (22-36)
- Aware of own feelings, and knows that some actions and words can hurt others' feelings. (30-50)
- Aware of the boundaries set, and of behavioural expectations in the setting. (40-60)
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (40-60)
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60)

Communication and Language

Listening and Attention

- Listens with interest to the noise's adults make when they read stories. (22-36)
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. (22-36)
- Shows interest in play with sounds, songs and rhymes (22-36)
- Is able to follow directions (if not intently focused on own choice of activity). (30-50)
- Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)
- Two-channelled attention – can listen and do for short span. (40-60)
- Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)
- Listens to others one to one or in small groups, when conversation interests them. (30-50)

Understanding

- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50)
- Responds to simple instructions, e.g. to get or put away an object. (30-50)
- Able to follow a story without pictures or props. (40-60)

Key vocab / key questions:

Carpet time, tidy up time, stop, listen, good sitting, good looking, good listening, under, on top, behind, next to, why, how, joke, dinosaur, tall, small, roar, stomp, rhyme, sounds the same, next, then.

Can you listen to your friends?

Whose turn is it to talk?

What is it?

What do you think will happen?

Why do you think that?

How did that happen?

Why did that happen?

How do you.....?

Can you tell me what you think will happen next?

• Listens and responds to ideas expressed by others in conversation or discussion. (40-60)

- Beginning to understand 'why' and 'how' questions. (30-50)
- Understands humour, e.g. nonsense rhymes, jokes. (40-60)

Speaking

- Uses vocabulary focused on objects and people that are of particular importance to them. (30-50)
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50)
- Builds up vocabulary that reflects the breadth of their experiences. (30-50)
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60)
- Links statements and sticks to a main theme or intention. (40-60)
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)

Physical

Moving and Handling

- Imitates drawing simple shapes such as circles and lines. (22-36)
- Can catch a large ball. (30-50)
- Can copy some letters, e.g. letters from their name. (30-50)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60)
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60)
- Mounts stairs, steps or climbing equipment using alternate feet. (30-50)
- Walks downstairs, two feet to each step while carrying a small object. (30-50)

Health and Self-Care, 1,2,4

- Beginning to be independent in self-care, but still often needs adult support.22-36
- Observes the effects of activity on their bodies. (30-50)
- Understands that equipment and tools have to be used safely. (30-50)
- Eats a healthy range of foodstuffs and understands need for variety in food. (40-60)

Key vocab / key questions:

Pinch, hold, balance, catch, throw, toilet, try, arms in, pull, be careful, like this.
Healthy, fruit, vegetables, sugar, teeth, sleep, rest, clean

Do you need to go to the toilet? Have a try.
Can you pinch the pencil like this?
Can you copy this letter?
Can you catch?
Can you put your coat on?
Can you hold scissors carefully?
What could we do now?
How can we sort this out?

- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60)
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50)

Specific

Specific areas:

Literacy

Reading

- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. (22-36)
- Suggests how the story might end. (30-50)
- Hears and says the initial sound in words. (40-60)
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60)

Enjoys rhyming and rhythmic activities. (30-50)

- Shows awareness of rhyme and alliteration. (30-50)

Writing

- Distinguishes between the different marks they make. (22-36)
- Ascribes meanings to marks that they see in different places (30-50)
- Sometimes gives meaning to marks as they draw and paint. (30-50)
- Links sounds to letters, naming and sounding the letters of the alphabet. (40-60)
- Writes own name and other things such as labels, captions. (40-60)
- Hears and says the initial sound in words. (40-60)
- Can segment the sounds in simple words and blend them together. (40-60)

Key vocab / key questions:

Good sitting, good looking, good listening, beginning, middle, end, draw, picture, hear, say, sound, begins with.

- Can you help me read this story?
- What do you think will happen next?
- Can you remember what happened at the beginning?
- Can you tell me about your picture?
- What does it say?
- What does it begin with?

Mathematics

●Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.(22-36)

- Recites some number names in sequence.(22-36)
 - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (30-50)
 - Sometimes matches numeral and quantity correctly. (30-50)
 - Shows an interest in numerals in the environment. (30-50)

Key vocab / key questions:

Count, 1, 2, 3, 4, 5, listen, one more, one less, all together, size, shape, same, position, under, on top, behind, inside, next to, round, tall, long, small, short, length, height.

- Can you count the...?
- What number comes next?
- What number is one less?

- Uses the language of 'more' and 'fewer' to compare two sets of objects. (40-60)
- Says the number that is one more than a given number. (40-60)
- Finds one more or one less from a group of up to five objects, then ten objects. (40-60)

Uses some number names and number language spontaneously. (30-50)

- Uses some number names accurately in play. (30-50)
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60)

Shape, space and measure

- Shows interest in shapes in the environment. 30-50
- Uses shapes appropriately for tasks 30-50
- Can describe their relative position such as 'behind' or 'next to'. (40-60)
- Uses positional language.40-60
- Orders two or three items by length or height.40-60

Understanding the World

People and communities

- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. (22-36)
- Shows interest in the lives of people who are familiar to them. (30-50)
- Recognises and describes special times or events for family or friends. (30-50)
- Enjoys joining in with family customs and routines. (30-50)
- Remembers and talks about significant events in their own experiences. (30-50)
- Recognises and describes special times or events for family or friends

The world

Notices detailed features of objects in their environment. (22-36)

- Developing an understanding of growth, decay and changes over time. (30-50)
- Shows care and concern for living things and the environment. (30-50)
- Looks closely at similarities, differences, patterns and change. (40-60)

Technology

•Seeks to acquire basic skills in turning on and operating some ICT equipment. (22-36)

- Knows that information can be retrieved from computers. (30-50)
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50)
- Interacts with age-appropriate computer software. (40-60)

How many are there altogether?

Can you sort them so all the same ones are together?

Where is the caterpillar?

Can you describe this caterpillar/ egg/duckling?

Tell me about this, what shape is it? What does it look like?

Where are you in the line?

Where are you sitting?

Which is the smallest/shortest?

Which is the biggest/tallest?

Can you put them in size order?

Key vocab / key questions:

Friends, special, celebrate, family, happy, dinosaur, change, time, long ago, pattern, change, different, switch, press, search, on, off.

Can you tell us about your Easter celebrations?

What did you do?

Who came?

Where did you go?

What can you tell me about the ducklings?

Can you press play/start?

Can you make the beebot move?

What can you see?

What is happening?

Tell me about

What do you think will happen?

Can you play / stop the CD?

Expressive Arts and Design

Creates sounds by banging, shaking, tapping or blowing. (22-36)

- Taps out simple repeated rhythms. (30-50)
- Explores and learns how sounds can be changed. (30-50)
- Explores colour and how colours can be changed. (30-50)
- Explores the different sounds of instruments. (40-60)
- Explores what happens when they mix colours. (40-60)
- Experiments to create different textures. (40-60)

Being imaginative

Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (30-50)
- Uses available resources to create props to support role-play. (30-50)
- Plays alongside other children who are engaged in the same theme. (40-60)
- Plays cooperatively as part of a group to develop and act out a narrative. (40-60)
- Chooses particular colours to use for a purpose. (40-60)

Key vocab / key questions:

Build, space, fence, gate, pen, draw, paint, make, play, pretend.

What are you going to build?

Tell me about your building?

Tell me about your minibeast model

What else could you use?

How can you make sure the ducks /caterpillars don't get out?

What are you drawing?

Tell me about...

Who are you pretending to be?

Can I play?

Safe Messages

A2, A3, A8, B2, B6, C5, D1, D2, H2, H4, I1, I2, I4.

Topic Resources:

books, blocks, twinkl writing/number resources,numbers, internet for daily dough disco etc.,