



2024/2025 Medium Term Plans Year Group: EYFS Term: Summer 1

'I wonder what is in the garden?'

To inspire the children, we introduce a theme every half term which creates curiosity and wonder. The theme this half term is **'I wonder what is in the garden?'** Learning related to the world around us e.g. the seasons and natural world will also run alongside this theme. Our short-term planning and enhancements in our continuous provision incorporates ideas and interests from the children.

Area of learning	Week 1 W/B 21/04/25	Week 2 W/B 28/04/25	Week 3 W/B 05/05/25	Week 4 12/05/25	Week 5 19/05/25	Week 6	Week 7
Key themes 	Bees and flowers	British birds	Caterpillars / Butterflies	Snails	Ladybirds and flowers / plants	Spiders	
Key texts 	 	https://youtu.be/GvXS4ZDchb8 	https://youtu.be/Yik43-HMCiQ 	https://youtu.be/6ErYNUcGJyo  https://www.youtube.com/watch?v=KPRv4-W1VuY 	  https://www.youtube.com/watch?v=a1n6Z1E1eIk	 https://youtu.be/YeNioRkm29w 	
Personal, Social and Emotional 	Look at how bees work together. How can we work	The grumpy Go-Away bird sends all the other birds away, but when the	Share the story of 'The Cautious Caterpillar' focusing on	Snails carry their homes on their backs. If you had to carry your	Circle time- using the story of 'The Bad Tempered Ladybird' look	Circle time- following on from the story of 'The Very Hungry Spider'	





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	together as a team?	dangerous Get-You bird comes along she realises that she might need some friends. Who are the people that support you when you need someone?	change, being brave and taking the next step. Discuss a time when the children feel they have been brave.	belongings in a rucksack on your back, what would you pack?	at the ladybirds emotions. What makes you feel bad tempered? What makes you feel better?	Discuss What is your favourite food? Are there any foods you don't like?	
Communication and Language	<p>Discussion- what do we already know about bees?</p> <p>Honey tasting: Can you think of words to describe the taste and texture? Do you prefer runny honey or set honey?</p>	Linked to National Sleep Day (Friday 14th) - What is your bedtime routine? What do you do before you go to bed? Share different places we have slept e.g. holidays, sleepovers at grandparents / friends' houses	<p>Discussion- what do we already know about caterpillars?</p> <p>Create opportunities for the children to increase their knowledge of a variety of minibeasts using books, the internet and first-hand experience within the wildlife area / school trip.</p>	<p>Discussion- what do we already know about snails?</p> <p>Play 'What am I?' Take it in turns to describe a minibeast e.g. I have stripes on my body. I collect nectar and make honey. What am I?</p>	Revisit the story of 'What the Ladybird Heard.' The ladybird was good at listening. Play listening games and identify the different sounds in the environment.	Who is your favourite garden visitor? Why? Is there anything from the garden you're not so keen on? Is there any creature you're scared of? Why?	



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<p>Physical</p>  <p>*P.E. sessions</p>	<p>Get Set 4 P.E Ball Skills unit 1</p> <p>Lesson 1 – Bettles</p>	<p>Get Set 4 P.E Ball Skills unit 1</p> <p>Lesson 2 – Busy Bees</p>	<p>Get Set 4 P.E Ball Skills unit 1</p> <p>Lesson 3 – Ladybirds and butterflies</p>	<p>Get Set 4 P.E Ball Skills unit 1</p> <p>Lesson 4 – Grasshoppers</p>	<p>Get Set 4 P.E Ball Skills unit 1</p> <p>Lesson 5 - Caterpillar</p>	<p>Get Set 4 P.E Ball Skills unit 1</p> <p>Lesson 6 – Spiders</p>	
<p>Literacy</p> 	<p><u>RWI phonics</u></p> <p>Streamed groups linked to reading ability.</p> <p>long vowel sounds CVCC CCVC</p> <p>Review all tricky words Secure spelling</p> <p>Read stories linked to the focus.</p>	<p><u>RWI phonics</u></p> <p>Streamed groups linked to reading ability.</p> <p>long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Review all tricky words</p> <p>Reading stories linked to focus.</p>	<p><u>RWI phonics</u></p> <p>Streamed groups linked to reading ability.</p> <p>words ending -s /s/ ending-s /z/ ending-es longer words. Review all trickywords</p> <p>Reading stories linked to focus.</p> <p>*Writing linked to our school trip.</p>	<p><u>RWI phonics</u></p> <p>Streamed groups linked to reading ability.</p> <p>Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p> <p>Review all trickywords</p> <p>Reading stories linked to focus.</p>	<p><u>RWI phonics</u></p> <p>Streamed groups linked to reading ability.</p> <p>Root word ending in: -er, -est longer words</p> <p>Review all trickywords</p> <p>Reading stories linked to focus.</p>	<p><u>RWI phonics</u></p> <p>Streamed groups linked to reading ability.</p> <p>Assessment and review week</p> <p>Review all trickywords</p> <p>Reading stories linked to focus.</p>	



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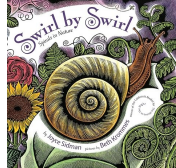
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Mathematics 	<p>*Spring 2 consolidation.</p>	<p>To 20 and beyond</p>	<p>How many now?</p>	<p>Manipulate, compose and decompose (shapes)</p>	<p>Sharing and grouping</p>	<p>Sharing and grouping</p>	
Knowledge and Understanding of the World 	<p>Learning about pollination</p> <p>Compare the caterpillar life cycle to the life cycle of the bee.</p> <p>Look at why bees are so important to us and our environment.</p> <p>Bee Bots (ICT).</p>	<p>Learning the names of and identifying different British birds.</p> <p>Make a bird feeder.</p>	<p>Look at the different stages of the life cycle of the butterfly. Introduce the word metamorphosis</p> <p>Look at ourselves. How do we physically change as we grow? How have we changed already? Can we think of some things to describe how we look different from when we were younger.</p>	<p>Using 'The Tiniest Snail' story, ask the children to help to make a salad to eat at snack time</p> <p>Take it in turns to wash and chop: lettuce, tomatoes, cucumber, peppers). Let's hope there isn't a tiny snail hiding in our salad!</p>	<p>Learn about the spots on a ladybird's back. What do they mean?</p> <p>Learn the names of common plants and flowers.</p>	<p>Compare the life cycle of the spider and compare to the other minibeasts.</p> <p>Look at how spiders make their webs.</p>	



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<p>Expressive Arts and Design</p>	<p>Self-portraits using skills learnt over the year. *Compare with the ones created in the Autumn term - how have our skills progressed?</p> <p>Self initiated painting /collage using a variety of media.</p> <p><u>Music</u> Begin learning our song for Father's Day.</p>	<p>Self initiated painting /collage using a variety of media.</p> <p><u>Music</u> Explore songbirds</p>	<p>Introduce symmetry within transient art.</p> <p>Use the technique of painting half a piece of paper to create symmetrical butterflies.</p> <p>Self initiated painting /collage using a variety of media.</p>	<p></p> <p>Look carefully at spirals within art, in particular snails. Using the transient art to create our own spirals on a large scale.</p> <p>Self initiated painting /collage using a variety of media.</p>	<p>Draw your favourite minibeast using fine pens.</p> <p>Design a garden and include plants and flowers we have learnt about.</p> <p>Self initiated painting /collage using a variety of media</p>	<p>Look carefully at the patterns in a spider's web and use black pens to create a web of their own.</p>	
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