

## Medium Term Plan – EYFS – Butterflies – Summer 1 – Marvellous Machines

Week 1 Vehicles	Week 2	Week 3	Week 4	Week 5	Week 6
	Key Texts 				

### Communication and Language

- Understands and responds to a question or instruction that has two parts
- Knows not to interrupt when listening to a story or instruction
- Listens to selected non-fiction texts
- Understands first, last
- Understands humour, nonsense rhymes and simple jokes
- Talks about familiar books, and is able to tell a long story
- Can use talk to explain and negotiate with others in their play
- Uses comparative language (e.g longer, shorter)
- Able to express a point of view and to debate and disagree.
- Uses time words to sequence events (first, next, then)
- Uses intonation and phrasing
- Uses feelings words, happy, sad, angry
- Introduces a storyline or narrative into their play



**Core Vocabulary:** bigger, smaller, longer, shorter, between, forwards, backwards, first, last, next

## Planned Activities

- Wellcomm assessments
- Recap first and last at lining up and snack/lunch times
- How does it work? Maddie's do you know
- Grace's Amazing Machines
- sorting and classifying pictures and toy vehicles
- Retrieval – rhyme
- Giving and understanding verbal directions in order (class bucket time and making machines and inventions)
- Introduce simple comprehension questions, points of view and debates during story times
- Mini me's and tuff tray small worlds

## PSED

- Can show some control with my emotions
- Beginning to develop appropriate ways of being assertive
- Negotiates to find solutions to conflicts
- Can use the toilet independently, (but some fastenings and wiping)
- Plays with one or more other children, extending and elaborating play ideas with adult support (cooperative play)



**Core Vocabulary:** teamwork, worried, frustrated

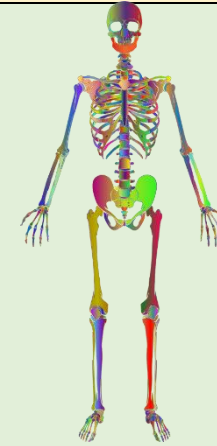
## Planned Activities

- Jigsaw – Relationships
- Mindfulness activities
- Recap zones of regulation
- Practice Social phrases
- Introduce mini-me's
- Recap conflict resolution strategies
- Trim trail 1:8 groups with adult. Managing and assessing risk

- Ruby's worry story
- Colour monster story
- Many coloured days story

## Physical Development

- Can determine which foot to kick with (dominant)
- Can kick a ball to a large target, given space or goal
- Jumps off an object and lands appropriately
- Manipulates dough to portray an object or item
- Can cut roughly along a straight line or around pictures
- Can copy some recognisable letter shapes from name
- Can thread small beads



**Core Vocabulary:** kick, hit

## Planned Activities

- Cutting round simple 2D shapes to make pictures
- Begin full name copying underneath tracing cards for this term. Ball and letter stick formation. Focus on refining pen hold
- Tap-a shape
- Paper strips for cutting in messy tray
- Cutting and making split pin robots
- Cosmic kids Yoga
- Repair shop. Selection of broken and taken apart electrical and mechanical equipment
- Dough Disco
- Story Dough
- Box / recycled materials modelling
- Small bead and Cherio threading (onto soft laces and sticks/dry spaghetti)

- Footballs and basketball hoop in garden. Hoop/chalked 'goals'

## Literacy

- Enjoys listening to stories and retells a simple story using story vocabulary using visual clues, e.g., talking through a familiar book
- Listens to selected non-fiction texts
- Can identify the initial sound in a word
- Can match words that start with the same sound
- Uses some letter like shapes
- Writes some or their whole name



**Core Vocabulary:** beginning

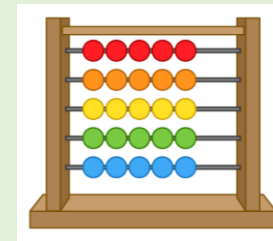
## Planned Activities

- Introduce Phase 2 sound mats
- Writing labels, buttons etc for marvellous machine constructions (box modelling, big build etc)
- Introduce Monster Phonics Characters through song/nursery rhyme books
- Monster Phonics alliteration activities
- Sound bags
- Name writing – initial sound identification each morning
- Wipe clean tracing pattern
- Light box's and chalk pens

- Magnetic letters
- Alphablocks
- Pre-writing skills assessment checkpoint
- Using and making road signs (Stop, Go etc) in small world trays and garden

## Mathematics

- Compare quantities using 'more than', 'fewer than' and 'same'
- Orders numbers to 5
- Subitise numbers up to 5 in any formation
- Knows that numbers are composed of smaller numbers
- Counts up to 10 objects accurately and says how many they have
- Experiment with using numerals and symbols to record number
- Count orally beyond 10
- Can sequence four or more events from their daily routine or familiar story using words such as 'first', 'then...'
- Knows and understands the language of 'more' and 'fewer than'
- when comparing amounts
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Use informal and mathematical language to describe shapes: sides, corners, straight, flat, round
- Beginning to learn properties of 3D shapes using everyday language



**Core Vocabulary:** Side, corner, straight, flat, round, more, many, few

## Planned Activities

- Number of the Week 1-5. Recap cardinality and subitise to 5 with fingers/objects/dice
- Introduce numeral and match to items
- Numberblocks: parts of a whole
- White Rose Shape powerpoint and shape bag. Retrieval 2D shape names
- Tap – a - shape

- Mr maker I am a shape
- 2D shape Kim's game
- Magnetic shapes (continuous provision)
- Constructing with 3D shapes (blocks, boxes, big build etc)
- Giving and following instructions using first, then, next etc
- Snack times recap language of more and fewer
- Beanbag games/skittles (adult led) model using a tally to score

## Understanding the World

- Uses terms 'old' and 'new' e.g. objects, toys and using pictures
- Knows names and can identify different types of transport
- Can sort transport into groups e.g. sky, water, land
- Understands that machines are made by people
- Understands the need to respect and care for all living things



**Core Vocabulary:** sky, sea, land, old, new, machine, robot, aeroplane, train, car, lorry, van, boat, ship, motorbike, computer, iPad

## Planned Activities

- Sorting and classifying transport pictures (old, new, sky, water land)
- Small worlds in tuff tray (airport, building site, ocean)
- We all Go Travelling By story and song
- Posting box transport names and types
- Range of land vehicles in sand pit
- Making windmills, kites and streamers for the garden
- Watching Grace's Marvelous Machines and Maddie's Do You Know
- Range of non-fiction books about machines

## Expressive EAD

- Knows what tools can be used to join different materials
- Constructs with purpose using a range of materials e.g. cardboard, paper, wood and plastic
- Draws or paints with increasing complexity and detail
- Can use tape and glue to join two or more pieces together
- Match and name secondary colours
- Marches to a beat
- Sings the melodic shape of a familiar songs



**Core Vocabulary:** orange, purple, green, stick, join, build

## Planned Activities

- We all go travelling by song and story
- Rhythm, syllable and clapping games with instruments and body percussion
- Box model vehicles/robots etc. Using masking tape, glue and glue guns (adult supported)
- Split pin Robots
- Big build. Using nuts, bolts and screws
- Marble run tuff tray
- Nuts and bolts puzzle game
- Hand painting colour mixing (adult supported)