



**Summer 1 Reception Medium Term Planning – Down at the Bottom of the Garden**

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| <b>Tier 3 Vocabulary</b> | farm<br>farmer<br>farmyard<br>fields<br>land<br>tractor<br>barn<br>crops<br>shovel<br>bale of hay | grow<br>fruit<br>vegetable<br>change<br>describe<br>watch/observe<br>ground<br>above<br>below<br>hot<br>cold | country<br>describe<br>taste<br>smell<br>cook<br>boil<br>roast<br>raw<br>safety | minibeast<br>bug<br>worm<br>tunnel<br>decomposer<br>helpful<br>useful | pollen<br>grow<br>change<br>helpful<br>useful<br>minibeast<br>honey<br>worker<br>queen | same<br>different<br>change<br>extinct<br>habitats |
|                          | <b>Week 1</b>   | <b>Week 2</b>  | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>  | <b>Week 6</b>                                      |
| <b>Theme</b>             | <b>Farm Animals</b>   | <b>Growing Food</b>  | <b>Food From Different Countries</b>  | <b>Useful Bugs - Worms</b>  | <b>Useful Bugs- Butterflies and Bees</b>   | <b>Environmental Change</b>                        |
| <b>Focus Text</b>        | <b>Farmyard Hullabaloo</b>  | <b>Jack and the Beanstalk</b>  | <b>Handa's Surprise</b>   | <b>Yucky Worms</b>  | <b>Save the Butterflies /Omar the Bees and Me</b>                                      | <b>Window/Dodo's are Not Extinct</b>               |
| <b>Area of Learning</b>  | <b>Planned Learning Opportunities</b>   |  |   |   |  |  |

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| <p><b>Communication and Language</b><br/><b>Speaking</b><br/><b>Listening, Attention and Understanding</b></p> | <p>LTP: To articulate ideas and thinking in well-formed sentences.</p> <p>LO: I can identify and describe who lives on a farm.</p> <p>Activity: Read the Farmyard Hullabaloo story. Discuss our own visit to a farm next week and what animals we will see there.</p> <p>Questions: Have you been to a farm? Who lives at the farm? Who looks after the farm? What machines are at the farm? What do the animals eat at the farm? How could you care for an animal at the farm? Who would help a poorly animal at the farm?</p> | <p>LTP: To retell a short story in the correct order using recently learned vocabulary.</p> <p>LO: I can retell the story of Jack and the Beanstalk.</p> <p>Activity: Learn the actions and story script.</p> <p>Questions: What happened first? What happened next? What happened at the end? Who are the characters? Where is the story set? What was the problem in the story?</p>   | <p>LTP: To ask relevant questions and make relevant comments on what they have heard.</p> <p>LO: I can taste and describe new foods.</p> <p>Activity: Have a fruit bowl with exotic fruits (ones the children would not necessarily have tasted before). Allow them to try the fruits and describe them using their senses.</p> <p>Questions: What is the name of the fruit? What does it look like? How does it feel? What does it taste like? Where do you think the fruit is grown? How do these fruits get to our supermarkets?</p> | <p>LTP: To engage in sustained conversation.</p> <p>LO: To understand the job of a worm.</p> <p>Activity: Read the story Yucky Worms. Discuss where we would find worms and what their purpose is.</p> <p>Questions: Where do we find worms? Why do we have worms? What would happen if we didn't have worms? How can we care for worms?</p>   | <p>LTP: To ask questions to find out and check understanding.</p> <p>LO: To understand the job of a bee.</p> <p>Activity: Read the story Omar the Bees and Me. Discuss where we would find bees and what their purpose is.</p> <p>Questions: Where do we find bees? Why do we have bees? What would happen if we didn't have bees? How can we care for bees?</p>   | <p>LTP: To express and point of view using words and actions</p> <p>LO: To understand how the environment is changing and give an opinion on this.</p> <p>Activity: Look at the story 'Window'. Pay close attention to the pictures and how the green space changes throughout. Look at a local space where this has happened and discuss our opinions.</p> <p>Questions: What has happened to the green space? Why is this happening to green spaces? What happens if we get rid of all green spaces? Do you agree/disagree with the green spaces disappearing?</p> |
| <p><b>PSED</b><br/><b>Managing Self</b><br/><b>Building Relationships</b></p>                                  | <p>LTP: To take turns with others in a range of different contexts.</p> <p>LO: To take it in turns to talk and listen.</p> <p>Activity: Circle time discussing life on a farm and what animals live here.</p> <p>Questions: Have you been to a farm? Who lives at the farm? Who looks after the farm? What machines are at the farm? What do the animals eat at the farm? How could you care for an animal at the farm?</p>   | <p>LTP: To show persistence, perseverance and resilience in the face of a challenge.</p> <p>LO: To understand what to do when something is a challenge.</p> <p>Activity: Circle time discussing when something has been a challenge. What have we done to ensure that we have persevered with the challenge.</p> <p>Questions: What does it mean to be persistent? What does it mean to persevere? What does it mean to be resilient? What have you found challenging? How did you overcome this?</p> | <p>LTP: To show others feelings offering empathy and comfort.</p> <p>LO: To give advice and understand what to do when things don't go to plan.</p> <p>Activity: Circle time discussing when something hasn't gone right for us and how it has made us feel. What could we do if something does not go right?</p> <p>Questions: Can you think of a time when something has gone wrong? Can you</p>  | <p>LTP: To set own boundaries and respect the boundaries of others.</p> <p>LO: To understand the importance of a worm and why they are living things.</p> <p>Activity: Discuss the job of a worm and why they are an important minibeast in our gardens. Create a poster as a class to stop other people from harming them.</p> <p>Questions: Where do we find worms? Why do we have worms? What would</p> | <p>LTP: To be aware of behavioural expectations and be sensitive to ideas of justice and fairness.</p> <p>LO: To understand the importance of a bee and why they are living things.</p> <p>Activity: Discuss the job of a bee and why they are important minibeast in our gardens. Create a poster as a class to stop other people from harming them.</p> <p>Questions: Questions: Where do we find bees? Why do we have bees?</p> | <p>LTP: To think about the perspective of others.</p> <p>LO: To listen and value other people's opinions.</p> <p>Activity: To debate whether green spaces should be left or built on.</p> <p>Questions: Do you agree/disagree with your friend's opinion why/ why not?</p>   |

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|   | Who would help a poorly animal at the farm?  |   | explain how this made you feel? What did you do to overcome the barrier?  | happen if we didn't have worms? How can we care for worms?   | What would happen if we didn't have bees? How can we care for bees?  |  |
| <b>Physical Development</b><br><b>Fine Motor</b><br><b>Gross Motor</b>  | <p>LTP: To identify and moderate your own feelings.</p> <p>LO: To play a game with the parachute.</p> <p>Activity: Each child to be a farmyard animal. When that animal is called, let go of the parachute and run underneath</p> <p>Questions: What animal are you? What will you do when your animal is called? How do you make the parachute move? How did you feel when you were out? How did you find a new spot safely? How will you run safely under the parachute?</p> | <p>LTP: To identify and moderate your own feelings.</p> <p>LO: To play a game with the parachute.</p> <p>Activity: Each child to be a vegetable. When that vegetable is called, let go of the parachute and run underneath</p> <p>Questions: What vegetable are you? What will you do when your vegetable is called? How do you make the parachute move? How did you feel when you were out? How did you find a new spot safely? How will you run safely under the parachute?</p> | <p>LTP: To identify and moderate your own feelings.</p> <p>LO: To play a game with the parachute.</p> <p>Activity: Each child to be a fruit, When that fruit is called, let go of the parachute and run underneath</p> <p>Questions: What fruit are you? What will you do when your fruit is called? How do you make the parachute move? How did you feel when you were out? How did you find a new spot safely? How will you run safely under the parachute?</p> | <p>LTP: To identify and moderate your own feelings</p> <p>LO: To play a team game.</p> <p>Activity: Play 'harvest collection'. Scatter different fruits and vegetables on the grass. Give each team an item that they must collect. The first team to collect all their fruits/ vegetables wins.</p> <p>Questions: What item have you been given? How can you make sure you are the quickest? How can you make sure you are playing together as a team? What will you do when you have all your items?</p> | <p>LTP: To throw with accuracy.</p> <p>LO: To use an underarm throw.</p> <p>Activity: Bee toss game (print and laminate flowers and stick them onto cones), child to throw a hoop (bee) onto the flower.</p> <p>Questions: How far away will you stand? Can you stand further away? Can you do an underarm throw? How many bees did you catch?</p> | <p>LTP: To identify and moderate your own feelings</p> <p>LO: To play a team game.</p> <p>Activity: Play 'harvest collection'. Scatter different fruits and vegetables on the grass. Give each team an item that they must collect. The first team to collect all their fruits/ vegetables wins.</p> <p>Questions: What item have you been given? How can you make sure you are the quickest? How can you make sure you are playing together as a team? What will you do when you have all your items?</p> |
| <b>Understanding the World</b><br><b>Past and Present</b><br><b>People, Culture and Communities</b><br><b>The Natural World</b> | <p>LTP: To show an interest in the passing of time and how things change.</p> <p>LO: To understand how animals and people grow up.</p> <p>Activity: Talk about and name farm animals and their young.</p> <p>Activity: Discuss a photo of themselves as a baby.</p>  | <p>LTP: To understand that some plants are grown for food.</p> <p>LO: To understand where some food comes from.</p> <p>Activity: Discuss foods that we grow to eat. Discuss the different ways these foods grow e.g., underground, on trees/ plants. Taste some of these foods.</p> <p>Questions: What foods grow underground? What foods grow</p>  | <p>LTP: To identify weather types and discuss times when it is hot/cold.</p> <p>LO: To understand the weather patterns in our country compared to others.</p> <p>Activity: To talk about the 4 seasons in our country and compare this to a country where fruit from snack has come from.</p>   | <p>LTP: To observe and understand the importance of minibeasts creating suitable habitats.</p> <p>LO: To understand the needs of a worm and where they live.</p> <p>Activity: Make a wormery.</p> <p>Questions: What habitat do worms live in? What do they need to be able</p>  | <p>LTP: To observe and understand the importance of minibeast creating suitable habitats.</p> <p>LO: To understand the needs of a bee and where they live.</p> <p>Activity: Make a bee hotel.</p> <p>Questions: What habitat do bees live in? What do</p>  | <p>LTP: To show an interest in the passing of time and how things change.</p> <p>LO: To understand how local landscapes have changed over time.</p> <p>Activity: To look at a local area the children are familiar with and discuss how it has changed e.g. a new housing development.</p>   |

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|   | <p>Questions: What are baby farm animals called? How have you changed from your photo? What can you do now that you couldn't do when you were a baby?</p>   | <p>on trees? What foods grow on bushes? What climate do these foods grow in? How do these foods get to our supermarkets?</p>  | <p>Questions: What weather do we get in our country? What are the 4 seasons called? What is your favourite season? What sort of weather do we need to grow oranges/pineapples?</p>  | <p>to survive? How does this compare to our needs? What will you need to make a wormery? How will you make it?</p>   | <p>they need to be able to survive? How does this compare to our needs? What will you need to make a bee hotel? How will you make it?</p>   | <p>Questions: What has happened to the green space? Why is this happening to green spaces? What happens if we get rid of all green spaces? Do you agree/disagree with the green spaces disappearing?</p>   |
| <p><b>Expressive Arts and Design</b><br/><b>Creating With Materials</b><br/><b>Being Imaginative and Expressive</b></p> | <p>LTP: To develop fine motor skills to use a range of tools.</p> <p>LO: Make a farmyard paper plate animal.</p> <p>Activity: Use the scissors, glue and paint to create a paper plate farmyard animal.</p> <p>Questions: What animal are you making? What materials will you use? How could you create texture? What tools will you use? How will you join the materials together?</p> | <p>LTP: To mix colours to acquire a specific colour or shade.</p> <p>LO: To make different shades of green.</p> <p>Activity: Use the paint to make different shades of green, mixing in a different colour each time.</p> <p>Questions: What happens when you add white? What happens when you add black? Is it lighter or darker now? How could you make a lighter shade? How could you make a darker shade?</p> | <p>LTP: To return to and build on previous learning.</p> <p>LO: To create a vegetable/fruit print picture.</p> <p>Activity: Use the cut-up fruits and vegetables to print in paint to take a picture.</p> <p>Questions: What fruit/vegetable are you using? What colours will you use? Can you make a pattern? Can you mix the colours?</p> | <p>LTP: To develop fine motor skills to use a range of tools.</p> <p>To learn about a famous artist.</p> <p>LO: To make a leaf rubbing picture in the style of Orla Kiely.</p> <p>Activity: Use the crayons to make a leaf rubbing picture.</p> <p>Questions: What size is the leaf? What shape is the leaf? What texture can you see? Which colours will you use? Can you make a pattern?</p> | <p>LTP: To experiment and create different textures.</p> <p>LO: To create a bee collage.</p> <p>Activity: To create a bee collage using tissue paper, pipe cleaners and googly eyes.</p> <p>Questions: What colour tissue paper will you need? How will you attach each material? What materials will you use? What does each texture feel like? Are all textures the same?</p> | <p>LTP: To select different objects of different shapes to build with and explain reasons for selection.</p> <p>LO: To create using recycled materials.</p> <p>Activity: Use the recycled materials to make either a building or a tree/plant.</p> <p>Questions: What material will you use and why? How will you attach the materials together?</p> |

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| Climate Curriculum | <p><b>Below are Climate curriculum statements that are ongoing and can lend themselves to learning in the EYFS:</b></p> <p>Know that we can use our five senses to explore and celebrate different colours, textures and smells in nature.</p> <p>Name habitats of animals both locally and globally.</p> <p>Know that animals need shelter to survive.</p> <p>Understand that some human activities are kinder to the planet than others e.g. walking instead of driving and wood vs plastic.</p> <p>Know about and take part in positive play experiences which can positively impact the world (watering plants, litter collection, rain water collection).</p> <p>Sing songs, play games, have circle time regularly in green spaces.</p> <p>Comment on day-to-day weather patterns.</p> <p>Know the extreme seasons (summer and winter) and can comment on the common weather patterns.</p> <p>Know which clothes to wear for each weather type.</p> <p>Be exposed to stories around the world, in which people are taking positive action together.</p> <p>Take part in activities that promote positive human change (walk to school days, no electricity days)</p> <p>Begin to understand that the future will be different depending on what we do now. Pupils are exposed to positive stories of environmental advocates at an age-appropriate level.</p> <p>Participate in circle time to discuss viewpoint on nature and share opinions.</p> <p>Develop a positive relationship with nature.</p> <p>Children have the opportunity to 'think scientifically' and carry out and watch small science experiments in groups / with peers.</p> <p>Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.</p> <p>Children are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.</p> |
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Maths is taught through White Rose scheme. You can find out more at [Reception maths resources | White Rose Education](#)

Phonics is taught through Read Write Inc scheme. You can find out more at [www.ruthmiskin.com](http://www.ruthmiskin.com)