

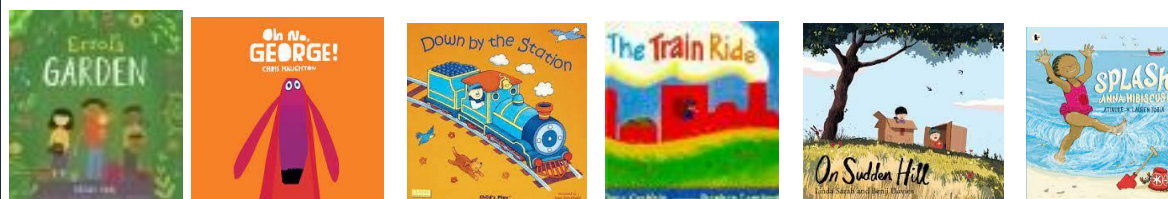
Mereside CE Primary Academy

EYFS Medium Term Plan SUMMER

Our curriculum is spiralled, progressive and ambitious. Learning in all areas of learning is carefully sequenced from their differing starting points. It focuses on the child and then progresses to enable children to understand and interact with the world around them and prepares them for future learning. It is designed to meet the needs of all children, particularly the most disadvantaged, providing them with the knowledge, skills, self-belief and cultural capital they need to succeed in life. We use quality texts as contexts for learning. These are selected in response to our childrens' developing interests and needs. The curriculum contains themes that link to traditions, seasons, celebrations and other calendar events.

Contexts for Learning

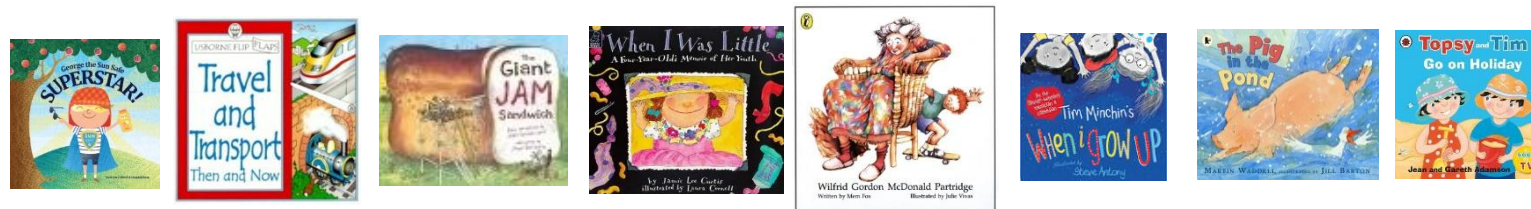
Core Texts



plus a range of poetry linked to themes

Additional Themes

- Summer
- plants
- Father's Day
- Grandparents
- England
- Places outside England
- Transport and travel
- Holidays
- Transition to Year 1



AREA OF LEARNING

SKILLS

VOCABULARY

Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • I can talk about ways to manage my feelings • I can wait for a short time • I can focus my attention for longer periods in whole class learning • I can manage my own feelings • I can control my own choices • I can follow multi-step instructions 	<p>feelings patience control goal focus instructions</p>	<p>CoEL Achievosaurus</p> <p>School Rules</p> <ul style="list-style-type: none"> • Ready • Respectful • Safe
	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • I can ask for help to solve problems • I can talk about expected behaviour, how myself and others should behave • I understand how to protect myself in the sun • I can solve problems independently • I behave according to the rules we have • I make good choices to keep myself safe and healthy 	<p>behaviour protection sun cream independent</p>	
	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • I am aware of the needs of others and can listen to their ideas • I can help others • I can work well with others; sharing, taking turns, compromising, remembering to regulate my own behaviour • I try to solve conflict independently • I can ask to join other's play or invite them to join mine • I can communicate with adults around the school 	<p>team work help share solve goal conflict invite</p>	



Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</p>	<p><u>Listening, Attention and Understanding:</u></p> <ul style="list-style-type: none"> • I can listen for longer periods and contribute in whole class learning • I can respond to ‘Cold Calling’ questioning • I can respond appropriately to what I have heard in conversation • I can follow multi-step instructions • I can focus my attention and listen for the expected time in whole class learning • I can contribute appropriately in whole class learning • I can ask appropriate questions linked to the context • I can engage in two- way conversation; listening and responding in multiple turns 	<p>cold calling conversation questions respond</p>	<p>Links to Talk Boost</p>
	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • I can contribute to conversation in whole class learning, ‘think first, get idea ready, put hand up’ • I can explain why things happen or why they might happen • I can use the correct tense when I am talking • I can use and, but and so to extend my sentences • I can use talk socially to solve problems, work with others, form friendships and resolve conflict • I can participate in two-way conversation with multiple turns using full sentences • I can use talk to clarify thinking, ideas, feelings and events • I can use new vocabulary to add detail to my sentences 	<p>explain and but so detail vocabulary</p>	<p>‘Magic Words’ Makaton Word of the Week</p>



Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Development</p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • I can move my body to create simple dances to music • I can warm up to prepare my body for exercise • I can identify the effects of exercise on my body • I can demonstrate strength and speed to others (Sports Day) • I can manage risk and help to solve problems • I can play games with rules • I can throw and catch a ball • I can control a ball with my foot • I can move my body in different ways • I can modify my movements by adjusting height, speed and direction 	<p>warm up pulse strength speed skill rules teams control</p>	<p>Link to Cool Kids</p> <p>Whole class PE sessions begin (see separate plans)</p> <p>Sports Day</p>
	<p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • I can cut along curved lines with scissors • I have a tripod grip that is effective and allows fluency • I can write correctly formed letters and numerals • I can show accuracy and care when drawing • I can cut with accuracy 	<p>control grip tripod accurate</p>	








Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy Read Write Inc Drawing Club</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • I can orally retell a story using some vocabulary from the text • I can use recently introduced vocabulary from texts in my own conversations • I can talk about what has happened so far in a story and predict what might happen next • I can talk about what I have learnt from a non-fiction book • I can talk about rhyme, rhythm and alliteration <p>Word Reading</p> <ul style="list-style-type: none"> • I can blend words with adjacent consonants • I can identify punctuation in a sentence • I can read sentences independently • I can use strategies for reading poly-syllabic words • I can begin to identify alternative phonemes <p>Writing</p> <ul style="list-style-type: none"> • I can put spacing between my words • I can form 'zig zag' letters correctly • I can orally rehearse sentences • I can compose simple sentences • I can independently write simple sentences that can be read by others • I can begin to identify alternative graphemes • I am beginning to use some punctuation • I can write correctly formed letter 	<p>retell vocabulary predict non-fiction research rhythm alliteration</p> <p>blend special friends red word two-beat words sentence punctuation</p> <p>finger spaces sentences rehearse compose rehearse 'zig zag letters'</p>	<p>See core texts at top of page</p> <p>Links to phonic scheme RWI</p> <p>Introduce Alliteration Alligator</p> <p>Drawing Club</p>
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May 2026



Summer

Mathematics	Problem-solving in the EYFS involves encouraging children to use skills in all areas of Maths, in their play and in daily routines.					
	Finding All Possibilities 	Logic 	Patterns and Rules 	Word Problems 	Visualisation Problems 	



Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics Mastering Number NCETM</p>	<p><u>Number</u></p> <ul style="list-style-type: none"> • I can talk about the composition of numbers 1-10 using part and whole • I can recall number bonds to 5 • I can talk about doubling • I can accurately count objects, actions and sounds numbers to 10 with 1:1 correspondence • I know when to subitise and when to count • I have a deep understanding of numbers 1-10 • I can talk about the composition of numbers to 10 using part and whole • I can accurately count objects, actions and sounds numbers to 10 with 1:1 correspondence • I can subitise within 5 objects (perceptual & conceptual) • I can recall number bonds to 5 and beyond • I can recall some double number facts 	<p>part whole number bonds doubling</p>	<p>Link to Mastering Number Document NCETM</p>
	<p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> • I can recite numbers to 20 in order • I can talk about patterns in the teens numbers • I know that calculations can be represented as number sentences • I can copy and continue patterns • I can begin to link even numbers to doubles • I can recite numbers beyond 20 • I can talk about the counting patterns in the number system • I can compare quantities up to 10 using the words more, fewer and equal • I can add two numbers by counting on • I can take numbers away using reduction 	<p>patterns teens hundred square number sentences</p> <p>counting on</p>	

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Summer

	<ul style="list-style-type: none">• I can identify some odd and even numbers• I can recall some double number facts <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none">• I can use a range of vocabulary to talk about height• I can compare the height of objects• I can talk about the 2d shapes I can see on 3d shapes• I can talk about the properties of 2d shapes using mathematical vocabulary• I can use a range of vocabulary to talk about capacity• I can compare the capacity of objects• I can talk about how the properties of 3d shape affect their use. Can we build with it? Can we roll it?	height tall, taller, tallest short, shorter, shortest faces edges vertices capacity	Mr Archimedes Bath by Pamela Allen Colin and Lee, Carrot and Pea by Morag Hood
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Summer

Understanding the World	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • I can talk about how trains have changed over time • I can talk about how schools have changed over time • I can talk about what it was like to be a child when my Grandparents were children • I can make comparisons between my Grandparents' childhood and my own • I can talk about how change makes me feel (transition) • I can name the adults I will meet in year 1 	<p>change now then childhood grandparents</p>	<p>May half term homework-train research</p> <p><i>Life in the Past -My Grandparents research</i></p> <p>Grandparent visit</p>
	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • I can tell you the name of the country I live in • I can talk about what a country is • I can identify Shrewsbury in the river loop on a map of England • I can talk about what I can see on a map of England; land, sea, mountains, rivers, settlements... • I can talk about other places I know in England • I can talk about what I can see on a globe • I can compare England to another country on a map and talk about similarities and differences • I can talk about how we travel to far-away places • I can talk about the differences and similarities between my life and characters in the stories we read 		

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Summer

	<p><u>The Natural World</u></p> <ul style="list-style-type: none">• I can sequence the stages in the life cycle of a plant• I can know what plants need and can care for them• I can observe changes in the plants I grow• I can talk about the seasonal changes we see in Summer• I can talk about the forces I see in action around me; magnets, friction• I can compare the life cycles of plants and animals• I can identify the different parts of a plant• I can draw and label plants• I can compare the plants we see to plants in other countries• I can explain what a shadow is and observe their changes• I can talk about floating and sinking	lifecycle plant flower tree vegetable weed observe roots stem leaves climate weather shadow light float sink force push pull magnets friction	lifecycle of a sunflower planting sunflower seeds
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Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p><u>Creating With Materials</u></p> <ul style="list-style-type: none"> • I can draw a plan of my design • I can talk about the nature artist Andy Goldsworthy and their work • I can use natural objects to create transitional art • I can draw detailed observational pictures of plants • I can use a range of drawing techniques • I can problem solve with my 'make its' • I can review what I liked about a project and what I might do differently 	<p>design artist transitional sketch observe line shape shade review</p>	<p>'Not a Box'</p>
	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • I can join in with simple choreographed dances • I can talk about the music we listen to, my likes and dislikes • I can name some pitched and un-pitched instruments • I can explain how singing and music can be adapted by changed tempo, pitch, rhythm • I can create and perform dances, songs, music, poetry and stories for an audience • I can move my body in time with music • I can talk about music from the past and from other places around the world • I can make controlled sounds on a pitched instrument 	<p>pitched unpitched tempo volume rhythm reggae Afrobeats control</p>	



Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious Education Lichfield Diocese religious education guidance</p>	<p>Why are some stories special?</p> <ul style="list-style-type: none"> • What happens in a Church? • I can explain what happens in worship • I can talk about the different places that worship can take place • I can explain that a church is a special place where Christians go to worship God and Jesus • I can name our local church, St Giles • I can describe what it's like inside a church • I can talk about events that happen in a church • I know that prayer is an important part of worship • I can talk about the places where other faiths go to worship <p>What makes a person Special, Unique and Important?</p> <ul style="list-style-type: none"> • I can talk about what special, unique and import means • I can talk about the things that are special, unique and important to me • I know that Christians believe that God created each of us to be unique • I can talk about how Christians and people of other faiths help each other because we are all important • I can retell stories from the bible that teach us about being special, unique and important • I know Christians believe that Jesus was a special person 	<p>church worship reverend pew, aisle, altar.. prayer hymn service, wedding, Christening, funeral mosque synagogue gurdwara temple</p> <p>unique faiths</p>	<p>Visit to St Giles/visit from St Giles</p> <p>The Lost Sheep</p>
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Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Computing Teach Computing NCCE/Barefoot Computing </p>	<p>Online Safety – taught throughout the year</p> <ul style="list-style-type: none"> • I can name devices that can be used to go online • I know that I only go online with a trusted adult • I can tell you who my trusted adults are • I can talk about the ways the internet can be used to communicate with others • I can say no to someone who upsets me online or offline • I can speak to an adult if someone upsets me online or offline • I can talk about ways information about me could get put online • I can talk about the rules that will keep me safe online <p>Moving a robot</p> <ul style="list-style-type: none"> • I can explain that a robot is a device that can be controlled • I know what a command is and that it's used to control • I can give commands using positional language • I can use buttons to control a robot • I can predict the outcome of a demand • I can match a command to an outcome <p>Introducing animation</p> <ul style="list-style-type: none"> • I can explain that a sprite is an image on a computer screen that can be controlled using commands • I can explain the difference between a robot and a sprite • I can use tools and buttons to control a sprite • I can predict the outcome of a demand • I can match a command to an outcome 	<p>trust safety rules online offline internet communicate</p> <p>robot control command</p> <p>screen control command tools</p>	
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