

EYFS Medium Term Plan - Summer 1

Reception - Thames Ditton Infant School

2026-2027

Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1 - w/c	Farm	What animals and plants might we find on a farm?
Week 2 - w/c	Farm Jobs	What jobs do people do on a farm and why are they important?
Week 3 - w/c	Ducklings	How do ducklings grow and change?
Week 4 - w/c	The Hungry Caterpillar	How does a caterpillar change into a butterfly?
Week 5 - w/c	Minibeasts	What minibeasts can we find in our environment?
Week 6 - w/c	Minibeasts-Movement	How do minibeasts move, live, and protect themselves?
Week 7 - w/c	Growing and Planting Seeds	What do plants need to grow, and how can we plant our own seeds?

Week 1 - Farm (w/c)

Enquiry Question: What animals and plants might we find on a farm?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Farm-specific vocabulary: plough, harvest, livestock, dairy, crop, barn. The structure of a description (what something is, where it lives, what it eats, what we get from it). The connective 'because' is used to give a reason. Multi-step instructions can be remembered and followed in order.	Follow multi-step instructions in a real-life context. Articulate ideas in well-formed sentences using 'because'. Listen attentively and identify key information from a speaker. Use new vocabulary in context to describe farm animals and plants.	Farm visit / virtual tour-follow multi-step instructions: 'First go to the gate, then look for the animals, then draw what you see.' Listen to a farmer / expert and identify the most interesting thing they said and why. Farm animal descriptions using talk frame: 'The ____ is ____ . It lives in/on ____ . It eats ____ . We get ____ from it.' 'Because' challenge-every sentence must include a reason. Farm Discussion Station-discussion cards and farm sounds recording to identify and describe. Farm story audio corner-headphones for sustained independent listening. Farm Talk Station-story sequencing and 'Animal fact reporter' (describe an animal in 5 full sentences).	Adults model complex questioning and ambitious vocabulary throughout the day. Talk frames and 'because' connective displays in every area. Environment: farm vocabulary word mat, recording devices, image cards.	Articulate ideas in well-formed sentences with greater complexity. Use new sophisticated vocabulary in varied contexts. Describe events in detail; explain how things work using because.
PSED	Family members have different roles and jobs at home. Each person in our family is special and unique to us. Our world is full of wonderful places (buildings, seaside, forests, fields). Words to describe wonder: amazing, beautiful, special, peaceful, exciting.	Identify some of the jobs they do in their own family. Talk about their family using a photo or picture as a prompt. Describe a place of wonder and how it makes them feel. Listen respectfully to others sharing about their family.	Kapow: Building relationships – My family and friends, Lesson 1 (my family and the people who care for me). All families are different; basic family words used and celebrated. Circle time - share a family photo and talk about names, what they are like, and the jobs they do; in colour groups children take turns to talk about their own family. Discussion of the different roles family members have, including jobs the children themselves do at home. Make a frame for the family photo to take home. RE - 'What makes our world wonderful?' - look at pictures of beautiful nature patterns and places of wonder (buildings, seaside, forests). How do these places make us feel? Children write words on post-it notes to describe how the places make them feel. Farm role-play link - talking about jobs people do at home and on the farm.	Adults share their own family photo first to model the activity. Provide colour-group discussion structures to give every child a turn. Display 'wonder words' on the working wall (amazing, beautiful, peaceful...). Send home a 'family photo' note in advance so all children have a prompt.	Talk confidently about their own family using a photo. Identify jobs they do at home with growing independence. Describe a place of wonder using descriptive language. Listen respectfully to others' family stories.
Literacy	Phase 3 GPCs (review) and Phase 4 introduction (CVCC and CCVC structures). A caption labels an image; a sentence has a capital letter, finger spaces and a full stop. Story language and structure of Rosie's Walk / Farmer Duck.	Blend and segment Phase 3/4 words to read and write farm vocabulary. Orally compose a sentence before writing (KFKS 1). Retell a familiar story with story language and detail. Write labels and captions for a real audience.	Little Wandle phonics-Phase 3 review / Phase 4 introduction: CVCC and CCVC words. Shared reading: Rosie's Walk / Farmer Duck-retelling using story language. Writing: labels and captions for a farm display ('the pig is pink', 'the hen lays eggs'). Oral composition (KFKS 1)-say the sentence aloud before writing. Writing area: clipboards to label farm animals and crops. Book	Adults model writing aloud, thinking through sound-letter correspondences. Oral rehearsal of sentences before writing. Environment: handwriting scheme letter formation reminders displayed.	Read some letter groups that represent one sound and say the sounds. Retell the story with deep familiarity and detail. Write simple phrases that can be read by others.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	Farm vocabulary spelt with Phase 3/4 phonics.		corner: farm stories and non-fiction; sequencing cards for Rosie's Walk. Mark making in role play: shopping lists at the farm shop.		
Mathematics	More complex patterns repeat in different structures: ABC, ABCD, AABB, AAB, ABB and ABBA. A pattern can be heard (sound) as well as seen (visual). Three full units of repeat are needed to copy and continue a pattern. Patterns are all around us in the environment - wallpapers, fabrics, buildings, nature.	Identify and name more complex patterns (ABC, AAB, ABB, AABB, ABBA). Notice and correct an error in a repeating pattern. Copy and continue more complex patterns using loose parts. Spot patterns in the environment and describe the rule.	WR Spring Block 6 Step 5-Identify more complex patterns (ABC, AAB, ABB, AABB, ABBA). WR Spring Block 6 Step 6-Copy and continue patterns. WR Spring Block 6 Step 7-Patterns in the environment. Action patterns: clap-jump-jump / head-head-shoulders - children join in. Farm patterns outdoors with crates, tyres, sticks (large-scale ABCD/AAB/ABB). Pattern Fish and Pattern Bugs by Trudy Harris in the book corner. Pattern hunt around the farm scene: stripes on a cow, rows of crops, fence posts. Loose-parts pattern strips with wavy / spiral / zig-zag lines to follow.	Adults model counting with a ten frame and loose parts. Pattern language: '1 ten and 1 makes 11.' Environment: number lines, tens frames and numeral cards across the setting.	Identify and name more complex repeating patterns. Continue, copy and create repeating patterns (Reception ELG). Spot patterns in the environment and identify the rule.
Understanding the World	Where common foods come from (milk → cow, eggs → hen, bread → wheat). The role of farmers in our community and the local area. What different farm animals eat (hay, grain, vegetables). Similarities and differences between communities.	Describe their immediate environment and compare it to farm life. Explore real artefacts and ask enquiry questions. Sort and classify farm produce and animal foods. Recognise similarities and differences between communities.	Topic teaching: farm animals and crops- where our food comes from. RE: 'Who am I, and where do I belong?'-our own community and the farming community. Discussion: farmers in our local area; link to 'A Year at a Farm'. Visitor where possible (farm worker) OR virtual farm tour. Exploration area: farm produce and artefacts to handle. Small world: toy farm with animals, fields, barns. Investigation: what do animals eat? Sorting hay, grain, vegetables.	Provide real artefacts and real experiences where possible. Encourage enquiry: 'Where does our milk come from?' Link learning to our own community and local area.	Describe their immediate environment using observations and stories. Explore the natural world around them. Know some similarities and differences between communities.
Expressive Arts & Design	Clay can be shaped using pressing, rolling, squeezing and pinching. Prints can be made from natural / vegetable shapes; texture is captured by rubbing. Animal sounds can be layered into a soundscape. Nursery rhymes: Incy Wincy Spider, The North Wind Doth Blow.	Combine clay techniques to form a recognisable farm animal (KFKS 8). Use printing materials to make patterned prints with intent. Develop storylines in pretend play using props and animal voices. Layer animal sounds into a 'farm waking up' soundscape.	Clay skills: pressing, rolling, squeezing, pinching-make a farm animal using pinch and squeeze from one ball (do not teach joining pieces yet). Farm Animal Prints and Textures: vegetable printing (potato, carrot, celery) and texture rubbings (bark, grass, hessian). Farm animal sound and movement drama: moo, oink, baa, cluck, quack-layer into 'the farm waking up' soundscape. Nursery rhymes: Incy Wincy Spider, The North Wind Doth Blow. Creative area: clay and loose parts (flowers, sticks, leaves) for continued sculpting. Farm Art Exploration: printing materials and texture collage-revisit and refine. Farm Roleplay and Music Station: animal masks, farmer tools, egg baskets, simple instruments.	Model clay techniques and sculpting safely. Provide time to return to and refine creations. Environment: printing station with revisit-and-refine prompts.	Combine techniques purposefully (KFKS 8). Share creations and explain the process used. Develop storylines in pretend play using props.

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Physical Development	Ball-skill vocabulary: throw, catch, kick, pass, aim. The tripod grip and correct seating posture for writing (KFKS 6). 'Curly' and 'long' letter families and their formation. Names of fine motor tools: tweezers, pegs, threading needle.	Use apparatus confidently and negotiate space safely. Throw, catch, kick, pass and aim with increasing accuracy. Use varied fine motor tools (tweezers, pegs, threading) with control. Form 'curly' and 'long' letters using a tripod grip.	PE: Farm Jobs Ball Skills-throwing, catching, kicking, passing, aiming. 'Feeding time'-aim beanbags into bucket targets at increasing distances. Handwriting: review letter families (curly / long) with tripod grip (KFKS 6). Fine motor: threading 'fencing' through card holes. Outdoor apparatus: climbing, balancing, negotiating space safely. Fine motor station: tweezers 'feeding the chicks' (small seeds in containers). Pegging washing on a low line (pincer strength).	Adults model fluent movement and ball skills. Provide tools requiring varied fine motor control. Reinforce posture and pencil grip at every handwriting session.	Use apparatus confidently and independently. Throw, catch, kick, pass, bat and aim with accuracy and control. Hold a pencil using the tripod grip in almost all cases (KFKS 6).

Week 2 - Farm Jobs (w/c)

Enquiry Question: What jobs do people do on a farm and why are they important?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	A range of connectives: because, so that, which means, if...then. Explanations use reasoning to link cause and effect. Multi-step instruction language in role-play contexts. Sentence stems for justifying an opinion.	Follow multi-step instructions in role-play contexts. Connect ideas using a range of connectives in extended talk. Sustain attention during discussions and justify an opinion. Use 'why' and 'how' questions to extend partner talk.	Farmer role-play interview-follow multi-step instructions ('Go to the field, collect the eggs, bring them to market, record how many'). Farm job explanations using connectives: 'The farmer feeds the animals because they are hungry. He does this so that they grow well.' Job importance discussion: 'Which job is most important? Can you explain why?' Connective display: because / so that / which means / if...then. Farm Job Discussion Station-role and importance cards. Outdoor role-play commentary-observe and describe jobs using descriptive language. Turn-and-talk 'I think the ____ job is most important because...'	Model oral rehearsal (KFKS 1) before every writing task. Reinforce connective vocabulary with display and sentence stems. Ask 'why' and 'how' questions to extend talk.	Connect ideas and actions using a range of connectives. Explain how things work and why (with reasoning). Sustain attention during discussions.
PSED	'Lonely' means feeling alone or left out. Good friends are kind, share and include others. Some people believe the world was created by God; others have different ideas. Stories like The Creation tell how some people think the world began.	Notice when someone is lonely and include them in their play. Describe what makes a good friend using simple sentences. Listen attentively to a religious story and talk about what it means to them. Cooperate in colour groups to complete a shared task.	Kapow: Building relationships – My family and friends, Lesson 2 (what makes a good friend). Playing cooperatively, sharing and taking turns; noticing and including someone who is left out. 'Build a friend' - in colour groups children write / draw on different body parts what they look for in their friends (kind hands, listening ears...) and stick onto sugar paper. Show pictures of a child looking lonely and discuss what 'lonely' means and what we can do. Discussion: what can we do if someone feels lonely, or if WE feel lonely? RE - 'What makes our world wonderful?' - read 'The Creation' story and discuss; some people believe the world was created by God. Display the 'build a friend' work in the classroom and on the corridor display. Farm-jobs link - 'farmers work as a team like good friends.'	Adults model friendly, inclusive language at every opportunity. Use colour groups to ensure smaller, supported discussions. Read 'The Creation' with reverence and presented as 'something some people believe.' Friendship vocabulary on display: kind, listen, share, include.	Describe what makes a good friend. Notice and respond to others feeling lonely with growing independence. Listen attentively to a religious story and talk about it respectfully. Work cooperatively in a small group on a shared outcome.
Literacy	Phase 4 CCVC and CCVCC blending and segmenting. Instruction writing uses imperative verbs (feed, fetch, put). Simple sentences need a capital letter, finger spaces and a full stop. Sentence expansion: simple → extended with adjectives.	Predict and infer characters' feelings from a shared text. Build a sentence from simple to extended (the chickens → the farmer feeds the chickens → the farmer feeds the hungry chickens). Spell words by identifying sounds and representing with letters (KFKS 9). Re-read writing to check it makes sense.	Little Wandle phonics-Phase 4 CCVC / CCVCC review. Shared reading: Click, Clack, Moo-predicting and inferring the cows' feelings. Writing hook: Farmer Bob letter-children write back with instructions for care ('feed the chickens' → 'the farmer feeds the chickens' → 'the farmer feeds the hungry chickens'). Unjumble farm signs-Thursdays hook. Writing area: letters, instructions and sign-making for Farmer Bob. Farm shop:	Wise Owl strategy: 'count the words on your fingers before writing'. Oral rehearsal before writing at every opportunity. Celebrate finished writing in the display.	Write simple phrases and sentences that can be read by others. Spell words by identifying sounds and representing with letters (KFKS 9). Re-read writing to check it makes sense.

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			price labels, receipts, shopping lists. Book corner: Click Clack Moo and farm non-fiction.		
Mathematics	Numbers 10–13 are made of '1 ten and some ones' (the repeating pattern). The same '1 ten and some ones' pattern continues through 14–20. Tens-frame structure: a full ten frame plus extra ones beyond. Pattern language: '1 ten and 1 makes 11.'	Build numbers 10–13 on a tens frame using loose parts. Continue the counting pattern through the teens (10, 11, 12, 13...). Build numbers 14–20 on a tens frame. Match numeral to quantity to 20 in real-life contexts.	WR Summer Block 1 Step 1-Build numbers beyond 10 (10–13). WR Summer Block 1 Step 2-Continue patterns beyond 10 (10–13). WR Summer Block 1 Step 3-Build numbers beyond 10 (14–20). Egg-carton tens frames (10 holes) + extra eggs to build teen numbers. Outdoor counting: count farm animals, eggs, straw bales beyond 10. Farm shop role-play: price labels 11p / 13p / 15p - match numeral to quantity. Number track challenges in provision (1–20). Pattern language: '1 ten and 3 makes 13' as a daily class chant.	Use 'first, then, now' stems consistently. Provide real objects, ten frames and double-sided counters in every maths area. Ask reasoning questions: 'How do you know? Show me another way.'	Build teen numbers (10–20) on a tens frame. Continue the counting pattern into the teens. Recognise 'one ten and some ones' as the structure of teen numbers.
Understanding the World	Plants need water, sunlight, soil and warmth to grow. Farmers grow seasonal crops (wheat, potatoes, carrots) at different times of year. Parts of a plant: roots, stem, leaves, flower, seed. Fast-growing vs slow-growing plants (cress vs sunflower).	Make and record observations of plants over time. Predict using sentence stems ('I predict... because...'). Measure plant growth using cubes or rulers. Ask enquiry questions about what plants need.	Investigate plant growth: plant seeds together and observe over time; measure and record. Sort and discuss: what do plants need? (water, sunlight, soil, warmth). Compare fast-growing cress vs slow-growing sunflower-predict which will grow taller after 1 week. Farmer's crops: discuss what farmers grow (wheat, potatoes, carrots) and why seasons matter. Growing Station: class cress / sunflower to measure daily. Planting tray with soil, seeds, watering can-children plant independently. Observation diaries with parts-of-a-plant labelling cards. 'What will happen?' prediction cards for simple tests.	Provide magnifying glasses, rulers and measuring tools. Model observation language ('I notice...', 'I predict...'). Encourage daily revisiting of growing plants.	Make observations and drawings of plants. Understand some important processes and changes in the natural world. Describe outdoor experiences with increasing independence and detail.
Expressive Arts & Design	A 3D model is built through a design–build–refine cycle. Instruments produce high (chick / lamb) and low (cow / pig) pitch. Drama needs a problem and a resolution. Nursery rhymes: The Farmer's in His Den, To Market To Market.	Combine materials and techniques purposefully (KFKS 8). Develop storylines in pretend play with independence. Layer voices and instruments to create a soundscape. Return to and refine ongoing constructions.	3D Farm Construction across the week: sketch design → build structures → add details (windows, gates, fences) → paint and decorate with texture effects. Farmer for a Day drama: morning routine (feeding, mucking out, milking) with a problem ('the gate is broken and the sheep have escaped!'). Music: Old MacDonald-layer farm sounds into a soundscape; explore pitch (chicks and lambs high; cows and pigs low). Nursery rhymes: The Farmer's in His Den, To Market To Market. Farm Model Building Station: class model farm-children add daily. Farm Roleplay Station: farmer / vet / market stall roles with props. Problem scenario cards ('the cow won't give milk', 'the tractor has broken down').	Model design → build → refine cycle. Provide sustained time for ongoing construction. Support confident performance through small-group practice.	Combine techniques purposefully (KFKS 8). Return to and build on previous learning; refine creations. Develop storylines in pretend play.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Physical Development	Rolling, passing, dribbling, underarm throw - skills used in different ball games. 'Long letter' family (l, i, t, j, u, y) and tripod grip (KFKS 6). Spoon, lace and tweezer techniques for fine motor control. Verbal cues for ball skills: ready, watch, catch.	Refine ball skills with precision and accuracy. Use a range of farm tools and fine-motor tools competently and safely (KFKS 8). Write 'long letters' with correct formation and consistent tripod grip. Combine cutting, folding and weaving in farm-themed crafts.	PE: Farm Jobs Ball Skills-feeding time (aim beanbags into buckets), pass the hay bale (rolling and passing with control), herd the animals (dribble around cones), catch the eggs (underarm throw and catch in pairs). Farm Tool Fine Motor: spoon seeds / dried beans pot to pot (spoon control); lace thread through card holes ('fencing'); tweezers in sand / soil tray ('bug picking'). Handwriting: long letter family (l, i, t, j, u, y)-KFKS 6. Farm Construction Fine Motor: build fences with lollipop sticks and clay. Cut and fold a paper barn; weave a hay-bale mat. Outdoor ball skills station with independent challenges. Handwriting practice: capital and lower-case farm vocabulary.	Model ball skills with clear verbal cues. Provide varied farm-themed fine motor tools. Rotate children through independent ball-skills challenges.	Throw, catch, kick, pass, bat and aim with accuracy and control. Use tools with increasing precision (KFKS 8). Tripod grip almost always automatic (KFKS 6).

Week 3 - Ducklings (w/c)

Enquiry Question: How do ducklings grow and change?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Time connectives: first, then, next, after that, finally. An extended narrative has a clear beginning, middle and end. Listening with sustained focus during silent observation. Story language for retelling life cycles.	Listen with sustained focus during silent observation. Use time connectives to sequence a life cycle in speech. Retell a sequence to a partner and check what they have understood. Articulate ideas in extended, well-formed sentences.	Duckling hatching video-observe in silence first: 'Just watch. What do you notice?' Time connectives listening: 'I heard: first... then... next. What happened?' Life cycle explanations: 'First... then... next... finally...' in well-formed sentences. 'Teach a partner'- explain the life cycle using story language. Duckling Observation Station: diary cards using time language (Day 1, Day 2...). Duckling care collaborative discussion: 'What does a duckling need? Why?' Life cycle retelling-listen to a partner describe the cycle and retell it back.	Time connective display: First → Then → Next → After that → Finally. Adults model extended narrative talk with clear beginning, middle and end. Retelling scaffolds on the writing and observation tables.	Describe events in some detail with coherent sequence. Use time connectives from what they hear. Articulate ideas in extended, well-formed sentences.
PSED	Unkind words, once said, cannot be taken back - they are 'out there.' Falling out is normal sometimes, but bullying is repeated and unkind. Some people believe the world started in a 'big bang' - others have different beliefs. Ducklings need each other and stay close as a family - like a class community.	Sort statements into 'kind / sparkly' or 'unkind / bin.' Describe how unkind words make others feel. Listen to a different idea about how the world began and respond respectfully. Use kind language with classmates, especially during disagreements.	Kapow: Building relationships – My family and friends, Lesson 3 (how kind and unkind words affect others). Repeated unkind behaviour is not okay – we tell a trusted adult. Sparkly box and bin in the middle of the circle - read out different statements and discuss which they should go in (kind = sparkly box; unkind = bin). Discuss: when something unkind is said, you can't take it back - it's already out there. Role-play kind versus unkind responses to a friend who is upset. RE - 'What makes our world wonderful?' - talk about the big bang theory; some people believe this is how the world started. Compare with last week's Creation story. Duckling care role-play link - using kind, gentle language with the ducklings as a model for how we treat each other.	Adults model the sparkly box / bin language explicitly. Reinforce 'we cannot un-say' messaging through restorative conversations. Treat both creation stories and the big bang as 'things some people believe' - neither is dismissed. Display kind-words bank near the writing area.	Identify unkind statements and explain why they are unkind. Use kind language towards classmates with growing independence. Listen respectfully to different ideas about how the world began. Build constructive and respectful relationships.
Literacy	Phase 4 CCVCC / CCCVC and polysyllabic words. A sequence of sentences using First / Then / Next / Finally builds a non-fiction recount. Inference: how characters feel from text and pictures. Story innovation: keep structure, change details.	Infer feelings of characters from text and illustrations. Orally compose a sentence before writing (KFKS 1). Write a sequence of sentences with capital letters and full stops. Innovate a familiar story by changing details.	Little Wandle phonics-Phase 4 CCVCC / CCCVC polysyllabic words. Shared reading: The Ugly Duckling-inferring feelings; Make Way for Ducklings-sequencing. Writing: life cycle sequence sentences using First / Then / Next / Finally. Innovate 'Rosie's Walk' with ducklings-change the route and write new sentences. Duckling Writing Station: picture prompts and connective word mats. Clipboard writing in duckling roleplay (observation diaries, care notes). Book corner: From Egg to Duck, Life Cycle of a Duck, Make Way for Ducklings.	Story maps for retelling. Handwriting reminders (tripod grip poster) in every writing area. Oral rehearsal and peer check before every writing session.	Retell stories / non-fiction sequences with deep familiarity. Write simple sentences using time connectives. Spell using Phase 2/3 phonics (KFKS 9); capital letter and full stop.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Mathematics	The counting pattern continues from 14 to 20 fluently. Counting beyond 20 follows the same '1 ten and some ones' structure (twenty-one, twenty-two...). The verbal counting pattern repeats again and again (21, 22, 23 / 31, 32, 33). Adding more changes a quantity - 'first, then, now'.	Continue the counting pattern from 14 to 20 fluently. Count verbally beyond 20 and notice the repeating pattern. Recognise the rhythm of the counting pattern (twenty-one, twenty-two...). Solve 'first, then, now' addition problems with concrete resources.	WR Summer Block 1 Step 4-Continue patterns beyond 10 (14–20). WR Summer Block 1 Step 5-Verbal counting beyond 20. WR Summer Block 1 Step 6-Verbal counting patterns. WR Summer Block 2 Step 1-Add more. 'Five Little Ducks' counting story with duckling props. Counting beyond 20 in role-play: lining up rubber ducks, counting straw bales. Tens-frame challenges: build numbers 14, 17, 19 with duckling counters. 'First 5 ducks on the pond, then 3 more swam over, now...' First/Then/Now mat.	Stem sentences: 'I know ____ because...' Part-whole models and ten frames always available. Daily quick-fire number bond practice (KFKS 10).	Count confidently beyond 20. Recognise the repeating pattern of the counting system. Add more to find a new total using concrete objects.
Understanding the World	The duckling life cycle: egg → duckling → duck. Similarities and differences between life cycles (frog, butterfly, duck). What ducklings need to grow (warmth, food, water, safety). How animals change over time.	Sequence the life cycle using photographs and labels. Make detailed observational drawings with labels. Describe outdoor and pond experiences with detail. Compare different life cycles.	Duckling Life Cycle: sequence egg → duckling → duck using photographs and video. Draw a detailed labelled life cycle diagram. Compare duckling growth to the frog life cycle (Spring 2 link). Class observation log-daily duckling update if possible. Life Cycle Investigation station: sequencing cards; compare duckling, frog, butterfly life cycles. Observation diaries with magnifying glasses. Small-world pond area with duckling families.	Real photographs / video of duckling hatching and growing. Encourage enquiry: 'How have the ducklings changed this week?' Link to cross-curricular observation work.	Make detailed observations and drawings of animals. Understand important processes and changes in the natural world. Describe outdoor experiences with detail.
Expressive Arts & Design	Primary colours can be mixed to make secondary / earth tones (yellow + brown = duckling). Wet-on-wet painting blends colours softly for skies and water. 'Five Little Ducks' melody and pitch matching. Movement vocabulary: hatch, wobble, swim.	Experiment with colour, design and texture (KFKS 8). Sing 'Five Little Ducks' and match pitch in a simple melody. Develop storylines through movement (hatching, wobbling, swimming). Combine wet-on-wet backgrounds with cut-paper details.	Duckling Colour Mixing: mix yellow and brown to make 'duckling colours'; wet-on-wet painting for pond scenes. Combine: wet-on-wet sky / pond background with a cut-paper duckling on top. Duckling Story Drama: retell through movement-hatching, wobbling, swimming. Sing 'Five Little Ducks'-match pitch; create own verses ('one little duck went out one day...'). Duckling Painting Station: colour mixing challenge ('Can you make duckling yellow?'). Large-format duck pond scene. Duck Pond Music and Drama Station: sing and act 'Five Little Ducks' independently.	Model colour mixing and wet-on-wet techniques. Model pitch matching with call-and-response. Provide duckling props and costumes in provision.	Experiment with colour and combine techniques (KFKS 8). Sing confidently, mostly matching pitch. Develop storylines in pretend play with confidence.
Physical Development	'Bouncy letter' family (m, n, r, b, p, h) - formation and tripod grip (KFKS 6). Combining gross-motor movements (waddle, swim, flap, hatch) makes a fluent sequence. Origami, threading and weaving as fine motor activities. Duckling-themed obstacle course skills.	Combine different movements with ease and fluency. Use small fine-motor tools (origami, threading, weaving) with precision (KFKS 8). Secure tripod grip in almost all writing tasks. Use apparatus confidently and independently.	PE: duckling journey movement-waddle, swim, flap, hatch; combine movements with ease. Duck Pond Apparatus: children use apparatus confidently and independently. Duckling Life Cycle Fine Motor: 'egg hatching' (press thumbs into clay egg); feather threading; pond weaving; duckling cutting. Handwriting: bouncy letter family (m, n, r, b, p, h)-KFKS 6. Duckling Fine Motor Station: origami (fold along marked lines); feather collage; threading necklace with duck-egg-colour beads; peg-board duckling.	Model fluent, controlled movement. Provide a variety of fine motor tools linked to the theme. Consistent handwriting routines across the week.	Combine different movements with ease and fluency. Use tools with precision (KFKS 8). Tripod grip automatic in almost all cases (KFKS 6).

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			Outdoor apparatus set up as a 'duckling obstacle course'.		

Week 4 - The Hungry Caterpillar (w/c)

Enquiry Question: How does a caterpillar change into a butterfly?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Causal connectives: because, which means, so that. A coherent retelling uses sequence + reasoning. Sophisticated topic vocabulary: chrysalis, emerge, transform. Repeated refrains and story patterns of The Very Hungry Caterpillar.	Orally compose extended sentences with cause and effect (KFKS 1). Use sophisticated topic vocabulary in context. Articulate an extended narrative with clear sequence. Join in confidently with repeated refrains.	The Very Hungry Caterpillar-deep reading; join in with repeated refrains. Listen for causal connectives: 'The caterpillar changes because...' Oral composition (KFKS 1): 'The caterpillar changes into a butterfly because it grows inside the chrysalis...' Extended oral narrative-'First the egg hatches. Then the caterpillar munches leaves. Next... Finally...' Growth Reasoning Station: cards-'The butterfly is here because... We know this because...' Hungry Caterpillar retelling (table) using sophisticated vocabulary. Butterfly observations (outdoor)-describe patterns and colours.	Talk frame: 'First... because... Then... which means... Finally... so that...' Vocabulary display near the investigation station. Model extended narrative talk daily.	Explain how things work and why with reasoning. Use sophisticated topic vocabulary in context. Articulate extended narratives.
PSED	Anger is a normal feeling - it's what we DO with it that matters. Calming strategies: clench and release fists, take deep breaths, walk away, picture a happy place. If we could create a world, we could choose what to put in it - this helps us think about what we value. Imagining a happy place can help us feel calm.	Name 'angry' and 'cross' as feelings and recognise them in themselves. Use a simple calming strategy independently when needed. Imagine and describe a peaceful place during a calming exercise. Draw and describe their own 'wonderful world' with detail.	Kapow: Building relationships – My family and friends, Lesson 4 (when friends want different things). Solving basic disagreements using words, revisiting the calming strategies from Autumn 1. Discussion in partners: 'Have you ever felt really angry? What could you do if you felt really cross?' Teach calming strategies: clenching and releasing fists, deep breaths, walking away, imagining a happy place. Calming music played - children take deep breaths and imagine somewhere they feel happy in. 'How does it make you feel?' RE - 'What makes our world wonderful?' - 'If you could create a world, what would you put in it?' Children draw a picture of their own world in their book and write about it. Hungry Caterpillar link - the caterpillar transforms into something beautiful; we can transform big feelings into calm ones using our strategies.	Display the calming strategies as picture cards in the classroom. Adults model 'I noticed you took a breath before trying again.' Use calming music quietly during transitions to embed the technique. Celebrate every child's 'wonderful world' picture in a class display.	Identify and name the feeling of anger in themselves. Use a simple calming strategy with growing independence. Describe their imagined wonderful world with detail. Show resilience and self-regulation through difficulty.
Literacy	Phase 4 polysyllabic words and tricky-word review. A story can be innovated by keeping the structure and changing details. Life cycle vocabulary: egg, caterpillar, chrysalis, butterfly. Capital letters and full stops mark sentence boundaries.	Predict, retell and sequence a familiar story. Write simple sentences with capital letters and full stops. Spell using Phase 2/3/4 phonics and learnt tricky words (KFKS 9). Innovate 'On Saturday he ate through...' with own ideas.	Little Wandle phonics-Phase 4 polysyllabic words and tricky word review. Shared reading: The Very Hungry Caterpillar-predicting, retelling, sequencing. Writing: life cycle labels and captions (egg, caterpillar, chrysalis, butterfly). Innovate the story-'On Saturday he ate through...'-children write their own food sequence. Writing area: caterpillar life-cycle books; 'hungry caterpillar menu' writing. Book corner: all Hungry	Talk-for-writing story map and actions for the Hungry Caterpillar. Model innovation clearly-'I'm changing the food but keeping the days.' Celebrate innovations in a class book.	Retell familiar stories with deep familiarity. Write simple phrases and sentences that can be read by others. Spell using Phase 2/3/4 phonics (KFKS 9).

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			Caterpillar versions and non-fiction life cycle books. Story map retelling in small groups.		
Mathematics	A missing addend ('how many were added?') can be found by counting on or using a ten frame. Subtraction (reduction) is when some are taken away - 'first, then, now'. A missing subtrahend ('how many were taken away?') can be found by counting back or using a ten frame. Different shapes have different attributes (sides, corners, curves) and are chosen for a purpose.	Find a missing addend using a ten frame. Solve 'first, then, now' subtraction problems with concrete resources. Find a missing subtrahend using a ten frame. Select shapes for a purpose, explaining the choice.	WR Summer Block 2 Step 2-How many did I add? WR Summer Block 2 Step 3-Take away. WR Summer Block 2 Step 4-How many did I take away? WR Summer Block 3 Step 1-Select shapes for a purpose. 'The caterpillar ate 3 apples on Monday, then some pears, now there are 5 fruits...' subtraction stories. Hungry Caterpillar small-world: 'first 6 leaves, then ate 2, now...'. 'Which one doesn't belong?' shape cards (caterpillar/butterfly themed). Pattern blocks for designing your own caterpillar / butterfly picture.	Part-whole models with real objects. Butterfly symmetry templates in the maths area. Stem sentences: 'I can make ___ from ___ and ___.'	Find missing addends and subtrahends using a ten frame. Take away to find a new total using concrete objects. Select shapes for a purpose, explaining their choice.
Understanding the World	Butterfly life cycle: egg, caterpillar, chrysalis, butterfly. Metamorphosis as a process of dramatic change. Technical vocabulary: chrysalis, pupa, emerge, transform. Seasonal change: spring → summer.	Make detailed observational drawings of stages. Compare life cycles across the natural world. Use technical vocabulary in context. Describe what they see with increasing independence.	Butterfly life cycle: egg → caterpillar → chrysalis → butterfly. Hatch and observe class butterflies where possible. Compare with duckling and frog life cycles. Explore summer season-warmer weather, more minibeasts. Butterfly life cycle investigation station with sequencing cards. Real or model caterpillars and chrysalises for close observation. Observation diaries with drawing and vocabulary prompts.	Real-life butterfly hatching (kits available). Model technical vocabulary: chrysalis, pupa, emerge, transform. Link to seasonal change (spring → summer).	Understand important processes and changes in the natural world. Make detailed observations and drawings. Describe what they see with increasing independence.
Expressive Arts & Design	Symmetry printing: fold, paint one half, refold to print. Contrasting music (slow / fast) suggests contrasting movement. Combining printing, painting and collage techniques. Nursery rhymes: Flutter Flutter Butterfly, Five Little Butterflies.	Combine printing, painting and collage techniques (KFKS 8). Listen attentively and move expressively in response to music. Perform in role with developing confidence. Add fine detail to printed wings with brushes.	Butterfly Symmetry Printing: fold paper, apply paint to one half, fold to print mirror image; add detail with fine brushes. Combine: printed wings + painted body + collage antennae. Butterfly Transformation Dance: listen to contrasting music (slow curled-up caterpillar / fast soaring butterfly); move expressively to each stage. Nursery rhymes: Flutter Flutter Butterfly, Five Little Butterflies. Butterfly Art Station: symmetry printing to revisit and refine; wing pattern designs. Butterfly Dance and Music Station: ribbons and scarves for movement exploration. Contrasting 'caterpillar music' and 'butterfly music' in listening area.	Model symmetry printing technique step by step. Play contrasting music and model movement response. Provide time to return to and refine.	Combine techniques (KFKS 8). Listen attentively and move expressively to music. Perform with developing confidence.
Physical Development	'Zig-zag letter' family (v, w, x, z, k) - formation and tripod grip (KFKS 6). Linked movement sequences (crawl, curl, fly) need fluency and control. Precision tools: small beads, sequins, fine brushes.	Combine different movements with ease and fluency. Use precision tools (small beads, sequins, fine brushes) with accuracy (KFKS 8). Secure tripod grip in almost all writing. Pass and catch in pairs.	PE: caterpillar crawl, chrysalis curl, butterfly flight-combine movements with ease. Handwriting: zig-zag letter family (v, w, x, z, k)-KFKS 6. Fine motor: caterpillar threading-small beads in life-cycle colours; butterfly wing pattern-making. Ball skills applied in mini-games (passing, catching in pairs). Fine motor station: precision tweezer work with	Model fluent, controlled movement. Regular handwriting routines with letter-family focus. Provide varied precision tools.	Combine different movements with ease and fluency. Tripod grip almost always automatic (KFKS 6). Use tools with precision (KFKS 8).

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	Underarm passing and catching in pairs.		small butterfly sequins on a wing template. Outdoor apparatus as a 'butterfly garden' with balancing and travelling. Handwriting practice: life-cycle vocabulary.		

Week 5 - Minibeasts (w/c)

Enquiry Question: What minibeasts can we find in our environment?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Scientific vocabulary: habitat, observe, segment, antennae, magnify. Investigative questions begin with why / how / what would happen if. Talk frame for describing minibeasts. Sustained focused attention during silent observation.	Ask investigative and open-ended questions independently. Sustain focused attention during close, silent observation. Describe events and findings in detail using new vocabulary. Tell a partner three facts in extended sentences.	Outdoor bug hunt-follow complex multi-step instructions ('look under rocks, between leaves, in the soil, near water'). Minibeast observation: 'Focus your full attention for 2 minutes-what does it do?' Investigative questions: 'Why does the woodlouse have so many legs? What do you think?' Minibeast descriptions with talk frame: 'I found a _____. It has _____. It was in/under/between _____ because...'. Minibeast Discussion Station: discussion cards and bug hunt tally sheets. Bug hotel commentary (outdoor): descriptive language about habitats. 'Minibeast expert'-tell a partner 3 facts about one minibeast in extended sentences.	Provide magnifying glasses, bug pots and identification cards. Model investigative questioning throughout the day. Display scientific vocabulary on the investigation wall.	Ask investigative questions with increasing independence. Sustain focused attention during observation. Describe in detail using new vocabulary.
PSED	Friends do not always agree - even Timon and Pumba, Woody and Buzz fall out sometimes. Good friends say sorry, listen and try again. We can look after our world by recycling and reducing waste. Recycling means turning old things into new things instead of throwing them away.	Identify the qualities of a good friend. Tell a friend something kind about them. Sort items into 'can recycle' and 'can't recycle.' Explain a simple way they can look after their world.	Kapow: Building relationships – My family and friends, Lesson 5 (being the best friend we can be). Saying sorry, listening and trying again. Match pairs of friends - Timon & Pumba, Woody & Buzz, etc. Do they ALWAYS get on, or do they sometimes fall out? What do they do to stay good friends? Discussion: 'What does being a friend mean? What should / shouldn't you do?' Walk around the classroom - when the music stops, find a friend and tell them why you like them. RE - 'What makes our world wonderful?' - 'Why do we need to look after our world and what can we do?' Watch the recycling video on Espresso. Sort items into 'can recycle / can't recycle.' Minibeasts link - 'Why do we need to look after the minibeasts in our garden?' (mirrors the half-term theme of caring for tiny living things.)	Adults notice and praise specific kind behaviours in real time. Set up a class 'recycling station' for the rest of the term. Display the kind words shared during the music-stop activity. Link recycling to the minibeast bug-hotel build (using junk modelling).	Describe what makes a good friend with specific examples. Form positive friendships and resolve small disagreements. Sort items into recyclable and non-recyclable with confidence. Explain a simple action to care for their world.
Literacy	Phase 4 tricky-word review and longer-word blending. Structure of a fact file: heading, picture, facts as full sentences. Rhyme and rhythm in Superworm / Mad About Minibeasts. Colourful semantics using 'who, doing, where and describe'. Sentence snake for writing colourful	Write for a real audience and purpose. Retell familiar rhymes with rhythm and confidence. Apply Phase 3/4 phonics with growing independence (KFKS 9). Read some common exception words automatically.	Little Wandle phonics-Phase 4 tricky word review; applying to longer words. Shared reading: Superworm / Mad About Minibeasts-rhyme and rhythm. Writing: minibeast fact files-'The beetle has 6 legs. It lives under a log.' Book making: 'A Minibeast Book of Our Own.' Writing area: fact file templates, bug hunt tally sheets, observation diaries. Book corner: minibeast fiction and non-fiction. Outdoor writing: clipboards for bug hunt findings.	Model fact-file writing with clear structure. Oral rehearsal before every writing task. Celebrate finished fact files in a class minibeast book.	Write simple phrases and sentences with capital letter and full stop. Read some common exception words automatically. Spell using Phase 3/4 phonics (KFKS 9).

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	semantics sentences. Phase 3/4 phonic spelling (KFKS 9).				
Mathematics	The same shape can look different when it is rotated. Shapes can be moved, turned and flipped to fit into spaces. Positional language describes where shapes are in relation to each other. Shapes can be combined (composed) to make new shapes.	Rotate shapes to make them fit into a template or outline. Manipulate shapes by moving, turning and flipping them. Explain shape arrangements using 'next to / on top of / behind / in front of'. Compose new shapes from smaller shapes (e.g. two triangles → square).	WR Summer Block 3 Step 2-Rotate shapes. WR Summer Block 3 Step 3-Manipulate shapes (introduce tangrams). WR Summer Block 3 Step 4-Explain shape arrangements (barrier games). WR Summer Block 3 Step 5-Compose shapes (star template, pattern blocks). Tangram minibeasts (butterfly, beetle, spider) to copy from picture cards. Pattern-block ladybird wing symmetry station - match the spots on both wings. Barrier games: 'put the spider next to the leaf, the worm under the log...'. Star challenge: fill a star outline with pattern blocks - find a different way each time.	Provide real minibeast counters and models. Model map-making with positional language. Stem sentences: 'Double ____ is ____'. Half of ____ is ____.'	Rotate and manipulate shapes confidently to fit a space. Explain shape arrangements using positional language. Compose new shapes from smaller shapes.
Understanding the World	Different minibeasts live in different habitats (soil, log, leaf, water). Spring → summer seasonal change in the local environment. Magnifying glasses help us see small detail. Minibeasts can be observed respectfully in their habitat.	Investigate, compare and describe habitats. Observe respectfully with magnifying glasses. Describe similarities and differences between habitats with detail. Recognise environments different from their own.	Bug hunt-investigate habitats: soil, logs, leaves, water. Discuss: 'Why do minibeasts live in different places?' Compare habitats-how is the pond different from the log pile? Seasonal change: spring → summer-what do we notice? Bug hotel building in the outdoor area. Small-world minibeast habitats in investigation trays. Magnifying glass station with real minibeasts (carefully).	Provide real outdoor learning opportunities. Encourage careful, respectful handling. Observation and recording tools always available.	Recognise environments different from their own. Describe their immediate environment with detail. Understand the effect of changing seasons.
Expressive Arts & Design	Observational drawing: look first, count parts, then draw. Instruments produce different timbres for different creatures (wood block, triangle, shaker). 'Flight of the Bumblebee' as expressive listening music. Layered soundscapes combine multiple instruments.	Draw with accuracy and care, returning to refine (KFKS 8). Listen attentively to music and move expressively. Combine instruments to create layered soundscapes. Match observed colour with care.	Observational Drawing of Minibeasts: look carefully before drawing-count legs, notice pattern; pencil first, then pen for detail. Match observed colour carefully. Minibeast Movement Music: listen to 'Flight of the Bumblebee' and move in response. Create minibeast soundscapes: wood blocks (beetles), triangles (bees), shakers (caterpillars). Minibeast Drawing Station: ongoing observational drawing from real minibeasts / photographs. Drawing diary: a new minibeast drawing each day. Minibeast Music Station: independent soundscape creation.	Model slow, careful observation before drawing. Provide a range of drawing tools (pencils, fine pens, coloured pencils). Rotate soundscape instruments to give variety.	Show accuracy and care when drawing (KFKS 8). Return to and refine work. Move expressively to music.
Physical Development	Combining travelling movements (crawl, slither, scuttle, fly, hop) into a sequence. Review of all letter families with focus on Year 1 readiness (KFKS 6). Precision tweezer technique. Balance vocabulary on low beams.	Show agility, balance and coordination in varied movement. Develop precision with small fine-motor tools (KFKS 8). Write recognisable, correctly formed letters automatically. Walk along low balance beams with control.	PE: minibeast movement-crawl, slither, scuttle, fly, hop; combine movements with ease. Handwriting: review all letter families; focus on any children not yet secure (KFKS 6). Fine motor: precision drawing linked to observational art. Outdoor balance: 'walk like a minibeast' along low balance beams. Minibeast precision station: tweezers to transfer small pompom 'bugs' between	Model varied movement patterns. Provide a range of precision tools. Individual handwriting interventions where needed.	Show agility, balance and coordination. Tripod grip automatic (KFKS 6). Use tools with precision and care (KFKS 8).

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			containers. Outdoor obstacle 'bug trail'. Handwriting practice: minibeast vocabulary.		

Week 6 - Minibeasts-Movement (w/c)

Enquiry Question: How do minibeasts move, live, and protect themselves?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Comparative connectives: similar to, different from, whereas, however. Explanation language with reasoning (because, so that). Adaptation vocabulary: shell, camouflage, speed, poison. Sustained attention during whole-class observation.	Sustain attention in whole-class contexts even when engaged in activity. Explain how a minibeast protects itself with reasoning. Compare two minibeasts using a range of connectives. Use scientific vocabulary confidently in expert talks.	Whole-class movement observation: give focused attention while engaged in activity. Open-ended investigative questions: 'Why do snails have shells? What would you ask a snail if you could?' Minibeast adaptation explanations: 'The woodlouse rolls up to protect itself because...' Comparison talk: 'The ___ protects itself by ___ because... This is similar/different to ___ because...' Minibeast Research Station: discuss findings and share discoveries. Movement challenge commentary (outdoor)-describe how minibeasts move. 'Minibeast expert talks': confident use of scientific vocabulary.	Adults model comparative language explicitly. Provide scientific vocabulary fan and connective display. Expert talk slots in daily routine.	Sustain attention even when engaged in activity. Explain how things work using reasoning. Compare using a range of connectives.
PSED	Privates are private - the bits covered by your pants and a swimsuit. Always remember: your body belongs to YOU. No means no - you can say no to unwanted touch. Talk about secrets that upset you. Speak up - there are people who can help (parents, teachers, trusted adults).	Recall and explain the PANTS rule in their own words. Name a 'trusted adult' they could talk to. Say 'no' confidently if they don't want something to happen. Identify the difference between a happy secret (a surprise birthday) and an upsetting one.	Kapow: Building relationships – My family and friends, Lesson 6 (end of unit – working together as a team). NSPCC PANTS taught this week as a separate safeguarding input. Read the NSPCC 'PANTS' / Pantosaurus story or watch the short video clip. Discussion using each letter of PANTS - what does each one mean? Children name and draw a 'trusted adult' they could talk to in their book. Role-play saying 'no' in a confident voice. RE recap - 'What makes our world wonderful?' - review what we have learnt this half term about creation, big bang, looking after the world, and the wonder of nature. Minibeast link - minibeasts protect themselves; we can protect ourselves too by knowing the PANTS rule.	Use the official NSPCC PANTS resources and follow their language exactly. Send the NSPCC parent letter / leaflet home before the lesson. Reinforce the message of 'no secrets that upset you' - happy surprises are different. Reassure children that adults in school are 'trusted adults' they can always tell.	Recall the PANTS rule. Name a trusted adult they could talk to. Say 'no' confidently in a role-play context. Distinguish between happy surprises and worrying secrets.
Literacy	End-of-term review of all taught Phase 2/3/4 GPCs and tricky words. Explanation writing uses connectives 'because' and 'so that'. Re-reading and editing as part of the writing process. Colourful semantics using 'who, doing, where and describe'. Sentence snake for writing colourful semantics sentences. Spider narratives in Aaaarrgghh Spider! / The Very Busy Spider.	Apply all phonic knowledge with increasing independence. Write simple explanation sentences for a real audience. Re-read and edit own writing. Spell using all Phase 2/3/4 phonics and tricky words (KFKS 9).	Little Wandle phonics-end-of-term review of all taught GPCs and tricky words. Shared reading: Aaaarrgghh Spider! / The Very Busy Spider-spider narratives. Writing: 'How does my minibeast move and protect itself?' explanation writing. Class story innovation: write a minibeast movement book. Writing area: explanation writing with because / so that. Book corner: all minibeast fiction and non-fiction. Outdoor writing: observation journals.	Celebrate the volume of independent writing. Model editing and re-reading as part of the writing process. Display children's minibeast books in the reading corner.	Write simple phrases and sentences that can be read by others. Re-read writing to check it makes sense. Spell using all Phase 2/3/4 phonics and tricky words (KFKS 9).

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Mathematics	Shapes can be separated (decomposed) to find the smaller shapes within them. 2-D shape pictures can be copied by selecting and arranging the right shapes. 2-D shapes (square, rectangle, triangle, circle) can be found on the faces of 3-D objects. Sharing means dividing a quantity equally between groups so that each group has the same.	Decompose a shape by folding or cutting and predict what is made. Copy a 2-D shape picture by selecting and rotating the correct shapes. Identify 2-D shapes (e.g. circles, rectangles) on the faces of 3-D objects. Explore sharing through real-life experiences and notice when it is fair.	WR Summer Block 3 Step 6-Decompose shapes (fold and cut squares/rectangles). WR Summer Block 3 Step 7-Copy 2-D shape pictures. WR Summer Block 3 Step 8-Find 2-D shapes within 3-D shapes. WR Summer Block 4 Step 1-Explore sharing (fair / not fair). Symmetry: fold a paper butterfly, paint one half, refold to print matching wings. Junk-modelling 3-D shape hunt: which 2-D shapes can you see on a cereal box / crisp tube? Tangram minibeast pictures to copy from cards. Sharing minibeasts onto leaves: 'Is this a fair share? How do you know?'	Provide real measuring tools (rulers, balance scales). Ask reasoning questions throughout. Encourage independent problem-solving.	Decompose shapes and predict the new shapes made. Copy 2-D shape pictures using the correct shapes. Find 2-D shapes within 3-D shapes confidently. Notice when sharing is fair or unfair.
Understanding the World	Minibeasts adapt to survive - shell, camouflage, speed, poison. Scientific vocabulary: camouflage, shell, wings, segments, adapt, survive. Summer season (warmer, longer days, more activity). Sorting strategies: by protection / by habitat / by movement.	Compare and contrast adaptations using scientific vocabulary. Recognise environments different from their own and seasonal change. Sort minibeasts by protection strategy. Use camouflage thinking to hide a paper minibeast in the garden.	Adaptation: how do minibeasts protect themselves? (shell, camouflage, speed, poison). Compare: how is a snail's protection different from a beetle's? Summer season observations-warmer, longer days, more minibeasts. RE: 'What makes our world Wonderful?'-wonder of the natural world. Investigation: sorting minibeasts by protection strategy. Camouflage challenge: 'Can you hide a paper minibeast in the garden?' Observation diaries with adaptation vocabulary.	Real outdoor exploration; camouflage hunts. Model adaptation vocabulary: camouflage, shell, wings, segments, adapt, survive. Link to the natural world around us.	Recognise environments different from their own. Understand important processes and changes in the natural world. Understand the effect of changing seasons.
Expressive Arts & Design	A collaborative artwork combines multiple techniques (painting, collage, printing, texture). A performance combines song, drama, dance and soundscape. Evaluation language: 'What works well? What would we change?' Audience awareness for end-of-term performance.	Create collaboratively, sharing ideas (KFKS 8). Evaluate own and shared work with simple reasoning. Perform with confidence solo or in a group. Combine painting, collage, printing and texture in one piece.	Collaborative Minibeast Mural: plan together-who paints what? Which techniques? Combine painting + collage + printing + texture. Evaluate: 'What works well? What would we change?' End of term minibeast performance-combine songs, drama, dance and soundscapes. Mural Addition Station-add and refine daily. Performance Rehearsal Station: costumes, instruments and props. Share and explain contributions to peers.	Model and support collaborative planning. Celebrate the final mural and performance with families where possible. Adults evaluate with children using open questions.	Create collaboratively, sharing ideas (KFKS 8). Share creations and explain techniques and choices. Perform with developing confidence solo or in groups.
Physical Development	Combining agility, balance and coordination across an apparatus circuit. ELG-level handwriting - recognisable, correctly formed letters (KFKS 6). Range of tools for costume-making (scissors, hole punch, tape, needle and thread). Sports Day skills: running, jumping, throwing.	Combine different movements with ease and fluency. Hold a pencil using the tripod grip in almost all cases (KFKS 6). Use a range of tools competently, safely and confidently (KFKS 8). Run, jump and throw with control and confidence.	PE: minibeast movement Olympics-agility, balance, coordination across a circuit. Handwriting end-of-term check: recognisable correctly-formed letters (KFKS 6). Fine motor: costume-making for the end-of-term performance. Sports Day prep: running, jumping, throwing. Outdoor apparatus as a minibeast assault course. Costume-making station with varied tools (scissors, hole punch, tape, needle and thread). Handwriting practice in context: performance programmes.	Adults celebrate progress across the term. Final individual handwriting observation. Support confident physical performance.	Combine different movements with ease and fluency. Hold a pencil using the tripod grip in almost all cases (KFKS 6). Use a range of tools competently, safely and confidently (KFKS 8).

Week 7 - Growing and Planting Seeds (w/c)

Enquiry Question: What do plants need to grow, and how can we plant our own seeds?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Plant and gardening vocabulary: seed, soil, root, shoot, stem, leaf, bud, blossom, sprout, germinate, sunlight, nutrients. Time and sequence connectives across an extended explanation: first, next, then, after that, finally. Causal connectives to explain conditions for growth: because, so that, which means. Story language and structure of Jack and the Beanstalk and The Tiny Seed.	Articulate ideas in extended, well-formed sentences using ambitious topic vocabulary. Connect ideas and actions confidently using time and causal connectives. Sustain attention during silent observation of seeds and seedlings. Retell a story or explanation to a partner using sequence language.	Daily Seed Watch - silent observation of class seeds: 'What has changed since yesterday?'. Talk frame: 'First we put the ____ in the soil. Next... because plants need...'. Story circle: deep reading of Jack and the Beanstalk and The Tiny Seed; join in with repeated refrains. 'Teach a partner' - explain how to plant a seed using First / Next / Then / Finally. Garden Centre role-play commentary: customers and shopkeepers describe plants and tools. Vocabulary fan and connective display in the writing and outdoor planting areas.	Adults model ambitious vocabulary and sustained explanations throughout the day. Time and causal connective displays at every relevant table. Daily 2-minute Seed Watch with sentence stems: 'I notice...', 'I predict... because...'. Environment: vocabulary mats, observation diaries, real seeds and seedlings on display.	Use ambitious topic vocabulary in different contexts. Connect ideas confidently and naturally using a range of connectives. Articulate ideas in extended narratives with clear sequence. Sustain attention during whole-class contexts and silent observation.
PSED	Living things, including plants, depend on care to grow well - they need our kindness too. Patience: some good things take time. Plants do not grow overnight. Working as a team makes a job easier and the result better (planting a class garden). Looking after our world: caring for plants is one way we look after our environment.	Take responsibility for caring for a living thing over several days. Wait patiently and notice small changes over time. Cooperate in colour groups to plant and tend a shared plot. Talk respectfully about why we care for plants and our world.	Kapow consolidation – no new lesson this week: the teamwork, turn-taking and shared responsibility from the unit are applied to the class planting project. Class Planting Project - each colour group takes responsibility for a planter or tray. Daily 'Plant Monitors' rota - watering, checking, recording in the class log. Circle time: 'How does it feel to wait for something good?' - link to the seed needing time. RE link - 'What makes our world wonderful?' - the wonder of a tiny seed becoming a plant. Patience challenge: noticing tiny changes over a week and celebrating each one.	Adults model patience and quiet observation: 'Let's just look - what is different today?'. Celebrate every child's care and contribution to the class garden. Display 'Wonder words' (amazing, tiny, growing, alive, beautiful) on the working wall. Use the planting project as a calm transition activity during busy times.	Show resilience and patience in the face of slow change. Take responsibility for a simple, ongoing task with growing independence. Cooperate in a small group on a shared outcome. Talk about why we care for our world, with examples from the planting project.
Literacy	Phase 4 review: blends in CCVC, CVCC, CCVCC and longer words; common exception words to date. Instruction writing uses imperative verbs (plant, water, push, cover) and a numbered sequence. Story language and structure of Jack and the Beanstalk; story can be innovated by changing details. A simple sentence has a capital letter, finger spaces and a full stop (KFKS 9).	Apply Phase 2/3/4 phonics to read and write growing-themed vocabulary. Orally compose a sentence before writing (KFKS 1). Write 'How to plant a seed' instructions using First / Next / Then / Finally. Innovate a familiar story by changing the seed (e.g. 'Jack and the Sunflower Stalk'). Re-read writing to check it makes sense.	Little Wandle phonics - Phase 4 review and longer-word blending. Shared reading: Jack and the Beanstalk and The Tiny Seed - predict, retell, sequence. Writing hook: real seed-planting experience leads into 'How to plant a seed' instructions. Innovate Jack and the Beanstalk: change the bean, change the plant - write the new ending. Writing area: instruction frames, observation diary templates, seed packet making. Garden Centre role-play: write seed packet labels, price tags, plant care signs and shopping lists.	Wise Owl strategy: 'count the words on your fingers before writing'. Oral rehearsal of every sentence before writing. Talk-for-writing actions for the planting sequence. Celebrate finished instructions on a class display by the planting station.	Write simple phrases and sentences that can be read by others. Spell using Phase 2/3/4 phonics and learnt tricky words (KFKS 9). Re-read writing to check it makes sense. Retell and innovate familiar stories with deep familiarity.
Mathematics	Sharing means giving one object at a time, equally, until	Share a quantity equally between groups, identifying	WR Summer Block 4 Step 2-Sharing (share equally between groups, with leftovers). WR	Provide cubes, rulers, balance scales and real seeds in every	Share equally between groups and identify leftovers. Explore

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	they are all gone. Sometimes there are objects left over that cannot be shared fairly. Grouping means putting a fixed number of items in each group and seeing how many groups you get. Even numbers share equally into two groups; odd numbers leave one left over.	any leftovers. Explore grouping by putting a set number of objects into each group. Group a quantity by placing a set number of objects in each group. Identify a number as odd or even by sharing into two groups.	Summer Block 4 Step 3-Explore grouping (put N items in each group). WR Summer Block 4 Step 4-Grouping (how many groups can we make?). WR Summer Block 4 Step 5-Even and odd sharing. Sharing seeds: 'share 12 seeds equally between 3 / 4 / 6 pots - what do you notice?'. Grouping seeds: '3 seeds in each pot - how many pots can we fill from 12 seeds?'. Odd / even potions: collect natural objects, share into two cauldrons - odd or even? Garden Centre maths: price tags, pay with coins, work out totals.	maths area. Stem sentences: 'My plant is ____ cubes tall. Yesterday it was ____ cubes tall.'. Daily quick-fire number bond practice during seed counting routines (KFKS 10). Ask reasoning questions: 'How do you know? Show me another way.'.	grouping with a set number in each group. Identify odd and even numbers by sharing into two equal groups. Apply sharing and grouping in real-life planting contexts.
Understanding the World	Plants need water, sunlight, soil and warmth to grow - without one of these they will not thrive. Parts of a plant: roots, stem, leaves, flower, seed. The plant life cycle: seed → shoot → seedling → plant → flower → seed (a cycle, not a line). Different seeds grow at different speeds (cress in days, sunflower in weeks, oak in years). Seasonal change: late spring / early summer is the best time to plant outside.	Plant a seed independently following a sequence of steps. Make and record detailed observational drawings of plants over time. Predict using sentence stems ('I predict... because...'). Compare different seeds and the plants they grow into. Ask enquiry questions about what plants need.	Whole-class planting: each child plants a sunflower seed in a labelled pot to take home. Class Bean Diary: clear cup, damp cotton wool, broad bean - observe roots and shoots developing. Cress heads: investigate what happens with / without water / sunlight / soil - fair test. Compare seeds: sunflower, bean, cress, apple, tomato - sort by size, shape, colour. Life cycle of a plant sequencing cards. Outdoor planting area: real digging, weeding and watering with child-sized tools. Bug-and-bee observations - minibeasts that help our plants.	Provide magnifying glasses, rulers, real seeds and clear-sided pots. Model the language of observation: 'I notice...', 'I wonder...', 'I predict...'. Daily revisiting of the Bean Diary as a whole class. Send sunflower pots home with a 'how to care for me' care card.	Make detailed observations and drawings of plants. Understand important processes and changes in the natural world. Describe outdoor experiences with detail and increasing independence. Understand the effect of changing seasons.
Expressive Arts & Design	Observational drawing: look first, count parts, then draw - return to refine (KFKS 8). Colour mixing: green from blue and yellow; many shades of green by adjusting amounts. Printing techniques using natural materials (leaves, halved peppers, broccoli florets). 'The Tiny Seed' (Eric Carle) and growth-themed songs: 'Mary Mary Quite Contrary', 'Oats and Beans and Barley Grow'.	Combine techniques (drawing, painting, printing, collage) purposefully (KFKS 8). Mix shades of green and observe carefully which works best for the leaf. Develop storylines in pretend play in the garden centre / planting role-play. Match pitch and join in confidently with growing-themed songs.	Observational drawing of seedlings, beans, sunflower seeds and leaves at the drawing station - pencil first, then fine pen. Shades-of-green paint mixing challenge: 'Make as many greens as you can - which one matches our leaf?'. Natural printing: leaves, vegetables, halved fruits - pattern-make a 'flower garden' display. Tiny Seed story drama: act out the seed's journey (wind, rain, sun, growing tall). Sing 'Mary Mary Quite Contrary', 'Oats and Beans and Barley Grow', 'I'm a Little Sunflower' - pitch matching. Garden Centre Role-play Station: tills, plant pots, signs, watering cans, gardening apron. Construction: design and build a 'plant home' (greenhouse / planter) from junk modelling.	Model slow, careful observation before drawing. Provide a wide range of natural printing materials and time to refine. Set up the garden centre role-play to last across the week so storylines develop. Display children's work alongside the real plants they observed.	Show accuracy and care when drawing (KFKS 8). Combine techniques purposefully and return to refine. Develop sustained storylines in pretend play. Sing confidently, mostly matching pitch.
Physical Development	Gardening tools (trowel, fork, watering can, dibber) need a careful, two-handed grip. Pincer grip and tweezer technique are needed to	Use gardening tools safely and competently (KFKS 8). Use precision tools (tweezers, dibbers, pipettes) with control to plant tiny seeds (KFKS 8).	Outdoor planting PE link: dig, lift, carry, fill, pour - gross motor through real gardening. Fine motor seed planting: use tweezers to place tiny cress seeds into individual cells; pipettes to water without flooding. PE: 'Seed	Adults model safe tool use and the careful grip required. Provide a range of fine and gross motor opportunities every session. Celebrate	Use a range of tools competently, safely and confidently (KFKS 8). Hold a pencil using the tripod grip in almost all cases (KFKS 6).

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	handle small seeds without dropping them. End-of-term handwriting review: all letter families with focus on Year 1 readiness (KFKS 6). Movement vocabulary for growth: curled (seed), pushing up (shoot), reaching (leaves), swaying (flower).	Form recognisable, correctly-formed letters with secure tripod grip (KFKS 6). Combine controlled movements in a 'seed to flower' growing sequence.	to Flower' movement sequence - curl small as a seed, push up as a shoot, reach out as leaves, sway as a flower in the wind. Handwriting end-of-half-term check: all letter families, focus on any not yet secure (KFKS 6). Fine motor station: threading 'flower garlands'; clay flower pots (pinch, press, smooth). Garden centre fine motor: scissors to cut seed packets, hole-punch to make labels.	progress in handwriting - final individual handwriting observation. Link 'seed to flower' movement to the calming and self-regulation work from earlier weeks.	Combine different movements with ease and fluency. Show agility, balance and coordination in varied movement.

Appendix: RE and PSHE Across the Half-Term

Week	RE focus (across the half-term)	PSED focus
Week 1	What makes our world wonderful? - Pictures of beautiful nature; places of wonder and how they make us feel.	Kapow L1: My family and the people who care for me
Week 2	What makes our world wonderful? - Read 'The Creation'; some people believe the world was created by God.	Kapow L2: What makes a good friend
Week 3	What makes our world wonderful? - Some people believe the world started with the big bang.	Kapow L3: How kind and unkind words affect others
Week 4	What makes our world wonderful? - 'If you could create a world, what would you put in it?' (children draw their own world).	Kapow L4: When friends want different things
Week 5	What makes our world wonderful? - Looking after our world: recycling and why it matters.	Kapow L5: Being the best friend we can be
Week 6	Recap of the half-term: creation, big bang, looking after the world, and the wonder of nature.	Kapow L6: Working together as a team + NSPCC PANTS (separate safeguarding input)
Week 7	What makes our world wonderful? - The wonder of growth: a tiny seed becoming a plant; caring for living things in our world.	Kapow consolidation: teamwork and responsibility in the class planting project

Role Play and Continuous Provision reference

Role Play Inside: Farm Shop - baskets, play food (vegetables, eggs, milk bottles), till and money, scales, price tags, shopping bags, farm produce labels, apron.

Role Play Outside: Farm Area - toy farm animals, hay bales, fencing, feeding troughs, water containers, Wellington boots, farm signs, clipboards for animal checks.