

Summer term 2 - 2025
Foundation Stage – Pre-School medium term plan
Where shall we go?

The Pre-school curriculum has been created to meet the needs of the children at Roskear. When creating our curriculum, we have used our knowledge of the children, the community in which we serve and a variety of relevant documents such as “Development matters” and “Birth to 5”.

Area of Learning	Week 1 - 2nd June 25 Beach / Pirates	Week 2 - 9th June 25 Under the sea	Week 3 - 16th June 25 Woods	Week 4 - 23rd June 25 Farm / Zoo	Week 5 - 30th June 25 Castle	Week 6 - 7th July 25 Around the world / Holidays	Week 7 - 14th July 25 Space	Week 8 - 21st July 25 Party!
PSED through other six areas of learning	Use that engagement to achieve a goal. E.g. Gesture towards the bucket to say that they want to build a sandcastle.	Feel strong enough to express a range of emotions. E.g - Read rainbow fish / sharing a shell and discuss emotions. Use Emotion game card/ wooden stones to show faces	Develop friendships with other children. E.g- Woodland walks / bug hunts together with other children.	Learn to use the toilet with help, and then independently. E.g- Continue to encourage children to use the toilet.	Begin to show effortful control. E.g. waiting to take turns and resisting the strong impulse to grab what they want. E.g. Waiting to jump, climb or use the slide	Express preferences and decisions. They also try new things and start establishing their autonomy. E.g. Cutting and sticking holiday brochure pictures.	Develop friendships with other children. E.g - Playing space rockets outside, asking children to join their rockets. Jumping from rockets to rockets drawn on the floor.	Find ways to calm themselves through being calmed and comforted by their key person. E.g. Change of routine for party fun.
CLL -plus daily 10min letters and sounds	Recognise and point to objects if asked about them. E.g -Magnet fishing game.	Listen and respond to a simple instruction. E.g - Can you find the yellow fish? Can you find the blue whale	Understand single words in context. E.g. Using scene cards or naming different animals - CD game.	Identify familiar objects and properties for practitioners when they are described: for example "Katie's coat" "Blue car" "Shiny apple". E.g - Group of farm animals for	Start to say how they are feeling, using words as well as actions. E.g- Talk about their emotions when going to the park etc. "Happy" "Sad" "Tired".	Start to develop conversation, often jumping from topic to topic. E.g - Talking to the children about their holidays / adventures.	Understand simple questions about "Who" "What and "Where" (Generally not why). E.g - Read "Whatever next" to the children. Talk about what	Enjoy singing, music and toys that make sounds. E.g- Party days with music and instruments.

				the children to identify.			the bear is doing? Where is he going? What do they think he will see?	
Maths	<p>Compare amounts, saying "lots", "more" or "same".</p> <p>E.g- Beach scene with animals to compare - Lots of fish. Those dolphins are the same.</p>	<p>Compare amounts, saying "lots", "more" or "same".</p> <p>E.g- Small ocean tuff spot for the children to talk about their ocean animals. How many red fish are there? How many green turtles? Using main words as above.</p>	<p>Notice patterns and arrange things in patterns.</p> <p>E.g- Woodland pattern sheets for children to sort into groups / patterns.</p>	<p>Take part in rhymes with numbers.</p> <p>E.g - 5 little ducks, frogs, aliens etc.</p>	<p>Compare amounts, saying "lots", "more" or "same".</p> <p>E.g- Sorting using pom poms and tweezers.</p>	<p>Build with a range of resources.</p> <p>E.g. Making houses for the people who go on holiday.</p>	<p>Take part in rhymes with numbers.</p> <p>E.g - 5 little ducks, frogs, aliens etc.</p>	<p>Complete inset puzzles.</p> <p>E.g- Puzzles for the children to complete. Do they know where the pieces go?</p>
Literacy plus daily 10min letters and sounds	<p>Repeat words and phrases from a familiar story.</p> <p>E.g- Gingerbread man, 3 little pigs etc.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>E.g – Using familiar stories with the children and asking them to join in with the words / actions they know</p>	<p>Say some of the words in songs and rhymes.</p> <p>E.g- singing all Nursery rhymes with the children are able to join. Asking children if they would like to sing on their own at the front?</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>E.g - Small world farm. Singing alongside such as "Old Mcdonald" etc.</p>	<p>Develop play around favourite stories using props.</p> <p>E.g- Castle props such as Knights / princesses as stick puppets for the children to role play.</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>E.g- Music and movement for the children to copy and join in with.</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>E.g- Music and movement for the children to copy and join in with.</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>E.g- Music and movement for the children to copy and join in with.</p>

<p>UW</p>	<p>Repeat actions that have an effect.</p> <p>E.g. Sea animals / pirate scene with Ice.</p>	<p>Explore and respond to different natural phenomena in their setting an on trips.</p> <p>E.g - Splashing in puddles outside.</p>	<p>Explore and respond to different natural phenomena.</p> <p>E.g. Spiders / bugs in natural tuff spot with logs, leaves and woodchips.</p>	<p>Explore natural materials, indoors and outside.</p> <p>E.g - Sensory farm tuff spot.</p>	<p>Explore materials with different properties.</p> <p>E.g. Sensory treasure baskets with different materials. Using tissue box game.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>E.g- Walk around the school looking at all different areas / places.</p>	<p>Explore and respond to different natural phenomena in their setting an on trips.</p> <p>E.g - Bug hunts outside.</p>	<p>Notice differences between people.</p> <p>E.g. Look at different people on the bus. Using happy land / bus templates.</p>
<p>PD</p>	<p>Clap and stamp to music.</p> <p>E.g- Music and movement for the children to explore with.</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>E.g - Playing catch / football with their friends.</p>	<p>Build independently with a range of appropriate resources.</p> <p>E.g - Provide children with blocks, lego, stickle bricks etc to build.</p>	<p>Sit on a push along wheeled toy, use a scooter or ride a tricycle.</p> <p>E.g- Cars / bikes outside for the children to use.</p>	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>E.g- Obstacle course for the children to complete.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks.</p> <p>E.g- Children to pour their own drinks / zip / button up their own coats/ jumpers.</p>	<p>Explore different materials and tools.</p> <p>E.g- Providing lots of items for the children to grasp, hold and explore. Playdough, clay, shells, brushes, painting.</p>	<p>Clap and stamp to music.</p> <p>E.g- Music and movement for the children to explore with.</p>
<p>EAD</p>	<p>Make simple models which express their ideas.</p> <p>E.g- Simple beach scene for the children use their own ideas and thoughts.</p>	<p>Express ideas and feelings through making marks.</p> <p>E.g - Writing a list for a picnic.</p>	<p>Explore paint using fingers and other parts of the their bodies as well as brushes and other tools.</p> <p>E.g - Stick painting.</p>	<p>Make simple models which express their ideas.</p> <p>E.g- Simple farm scene for the children to explore.</p>	<p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>E.g- Free flow musical instruments.</p>	<p>Start to develop pretend play, pretending that one object represents another.</p> <p>E.g- Wooden blocks as aeroplanes.</p>	<p>Enjoy and take part in action songs, such as "Twinkle twinkle, little star".</p> <p>E.g - Using the song board, the children can choose their</p>	<p>Move and dance to music.</p> <p>E.g - Providing the children with party music for them to move and express themselves.</p>

							own songs to sing and take part with.	
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