

Summer term 1 - 2025
Foundation Stage – Pre-School medium term plan
What is your favourite song / story?

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 - 21 st April 25 Wheels on the bus / Incy wincy spider	Week 2 - 28 th April 25 Twinkle Twinkle little star / Ba Ba Black sheep	Week 3 - 5 th May 25 Number rhymes ... (Maths week)	Week 5 - 12 th May 25 3 little pigs	Week 6 - 19 th May 25 Gingerbread man
PSED through other six areas of learning	<p>Feel strong enough to express a range of emotions.</p> <p>E.g- How does the spider feel? How would you feel? Why do you think that?</p>	<p>Play with increasing confidence on their own & with other children, because they know their key person is nearby & available.</p> <p>E.g. Playing independently for longer periods of time with all areas in Pre-school.</p>	<p>Develop friendships with other children.</p> <p>E.g- Children to stand in front of class with puppets. All singing and using puppets together.</p>	<p>Safely explore emotions beyond their normal range through play and stories.</p> <p>E.g- Story time with props for the children can explore emotions.</p>	<p>Learn to use the toilet with help and then independently.</p> <p>E.g- Encouraging toilet use and working with parents/ children to achieve this.</p>
CLL -plus daily 10min letters and sounds	<p>Develop pretend play, "putting the baby to sleep" or "driving a car to the shops".</p> <p>E.g - Role play inside and outside to encourage children to use their own ideas and thoughts. Bus role play outside with the round cushions. Adults to join in with the children to extend their play, ideas and thoughts.</p>	<p>Understand single words in context - "Cup" "Milk" "Daddy".</p> <p>E.g- Singing twinkle twinkle for the children to understand single words "Star" "High" "Little".</p>	<p>Enjoy singing, music and toys that make sounds.</p> <p>E.g - Singing songs in groups with musical instruments.</p>	<p>Start to say how they are feeling, using words as well as actions.</p> <p>E.g - Using the story to express their own feelings. How would you feel as a pig? How does the wolf feel?</p>	<p>Identify familiar objects and properties for practitioners when they are described for example, "Katie's coat" "Blue Car" "Shiny apple".</p> <p>E.g - Talking about the buttons for the gingerbread man - "Can you find his blue button?" "Can you point to his green eyes?"</p>

Maths	<p>React to changes in amount in a group of up to 3 items.</p> <p>E.g. Putting people on a bus, then adding/taking them away.</p>	<p>Compare amounts, saying "lots", "more" or "same".</p> <p>E.g- Star shapes in sand for the children to explore. Use mathematical language.</p>	<p>Take part in rhymes with numbers.</p> <p>E.g - 5 little ducks, frogs, aliens etc.</p>	<p>Build with a range of resources.</p> <p>E.g. Building houses for the 3 little pigs using sticks, hay and bricks.</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>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>E.g - Bus role play inside/ outside.</p>	<p>Copy finger movements and other gestures.</p> <p>E.g- singing Twinkle twinkle and encouraging the children to join in and copy the actions.</p> <p>Funky finger activity on you tube.</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>Enjoy sharing books with an adult.</p> <p>E.g- Adults to sit with children in book corners and enjoy reading books to children. Use role play library as base.</p>	<p>Develop play around favourite stories using props.</p> <p>E.g -Gingerbread man tuff spot for the children to act out story together.</p>

UW	<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 materials with different properties.</p> <p>E.g. Pom poms and tweezers for sorting onto star shapes. Sorting into colours.</p>	<p>Explore and respond to different natural phenomena.</p> <p>E.g. Ducks in water / sea like tuff spot.</p>	<p>Explore materials with different properties.</p> <p>E.g. Sensory treasure baskets with different materials. Natural basket to explore - pine cones, sticks, leaves etc.</p>	<p>Explore materials with different properties.</p> <p>E.g. Ginger scented playdough for the children to make their own gingerbread men.</p>
PD	<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 explore. How would Incy wincy do this? Crawl? Jump? Etc.</p>	<p>Sit on a push- along wheeled toy, use a scooter or ride a tricycle.</p> <p>E.g- Using bikes/ cars outside for the children to experiment with.</p>	<p>Clap and stamp to music.</p> <p>E.g- Music and movement for the children to explore with.</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>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>
EAD	<p>Start to make marks intentionally.</p> <p>E.g - Using different activities to mark make with - Cars in water (Tyre tracks) -Cars with pens attached.</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 own songs to sing and take part with.</p>	<p>Move and dance to music.</p> <p>E.g - Providing the children with sticky kids music for them to copy the actions / words when they know them.</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>E.g - Free flow mark making opportunities for the children to make marks.</p>	<p>Make simple models which express their ideas.</p> <p>E.g - Using simple building tools such as wooden blocks, animals and lego. What will they use them for / make with them?</p>