

EYFS Summer 1 2026

Medium term planning

Once Upon a Time

	Week 1 13.04.26	Week 2 20.04.26	Week 3 27.04.26	Week 4 4.05.26	Week 5 11.05.26	Week 6 18.05.26
Managing self Self regulation	Looking after others	Friendships	Dreams and Goals	Show resilience and perseverance in the face of challenge.	Discuss why we take turns, wait politely, tidy up after Ourselves.	What I want to achieve when I grow up!
No Outsiders	<p>Mommy, Mama and Me by Leslea Newman and Carol Thompson To celebrate family I know people in my family are special I can tell you who loves me</p>					
Phonics	Week 1 Oxford Level 3 Book 13 /ai/ ai / /ai/ ai /ee/ ee -y Consolidate Revise	Week 2 Oxford Level 3 Book 13 /igh/ -igh -y /oa/ oa /oa/ oa Consolidate	Week 3 Oxford Level 3 Book 14 short /oo/ -oo long /oo/ oo long /oo/ oo Consolidate	Week 4 Oxford Level 3 Book 15 /ar/ ar /ar/ ar /or/ or Consolidate Revise	Week 5 Oxford Level 3 Book 15 /ur/ ur /ur/ ur Consolidate Revise	Week 6 Consolidation Helpful words Consolidation

	Helpful words be, are	Helpful words my, sister	Revise Helpful words too, why	Helpful words sky, again	Helpful words look	
Word reading	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/events/setting in a story. May include labels, sentences or captions. Role play area - book characters					
Story time	What happened?	What happened?	Discovering Passions	Discovering Passions	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives
Key text	Jack and the Beanstalk	The Three Little Pigs	The Gingerbread Man	Little Red Riding Hood	The Three Billy Goats Gruff	Goldilocks and the Three Bears

Writing	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions - life cycles Recount - Character descriptions. Write 2 sentences</p>					
Number	<p>Building numbers beyond 10 (10-13)</p> <p>Continue patterns beyond 10 (10-13)</p> <p>Build numbers beyond 10 (14-20)</p> <p>Continue patterns beyond 10 (14-20)</p>	<p>Verbal counting beyond 20.</p> <p>Verbal counting patterns</p> <p>Add more</p> <p>How many did I add?</p>	<p>Take away</p> <p>How many did I take?</p>			Consolidation
Numerical Patterns			Select shapes for a purpose	Manipulate shapes	Decompose shapes	Consolidation

			<p>Rotate shapes</p>	<p>Explain shape arrangements</p> <p>Compose shapes</p>	<p>Copy 2-D shape pictures</p> <p>Find 2-D shapes within 3-D shapes</p>	
<p>Understanding the World</p>	<p style="text-align: center;">What are our favourite celebrations each year?</p> <p style="text-align: center;">Understanding the world: Past and present</p> <p style="text-align: center;">They talk about the lives of the people around them and their roles in society They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class They understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p style="text-align: center;">People, culture and communities</p> <p style="text-align: center;">They describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p style="text-align: center;">They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</p> <p style="text-align: center;">The natural world</p> <p style="text-align: center;">They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>					

RE	<p><i>Why do Christians put a cross in an Easter Garden?</i></p> <p>Christian</p> <p><u>Unit R.3 - Why do Christians put a cross in an Easter Garden</u></p>
Expression art and designs	<p>Exploration of other countries - dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating out of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Design and make rockets.</p> <p>Design and make objects they may need in Space - thinking about form and function.</p>
Music	<p>Big Bear Funk!</p> <p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1</p> <p>Musical learning focus:</p> <p>Listening and appraising Funk music</p>

	<p>Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>					
Handwriting	Unit 31 Practising all Curly Caterpillar, Long Legged Giraffe and One Armed Robot letters	Unit 32 Introduce Zig Zag Monster letter Z	Unit 33 Introduce Zig Zag Monster letters V, W	Unit 33 Introduce Zig Zag Monster letters X	Unit 34 Practise Zig Zag Monster letters Z, V, W, X	Unit 35 Practise all Curly Caterpillar and Zig Zag Monster letters
Gymnastic unit 1	Theme: rainforest animals To copy and create shapes with your body.	Theme: woodland animals To be able to create shapes whilst on apparatus.	Theme: lakeland animals To develop balancing and taking weight on different body parts.	Theme: desert animals To develop jumping and landing safely.	Theme: sea animals To develop rocking and rolling	Theme: Pet Animals To copy and create short sequences by linking actions together.
Games unit 1	Theme: cars To work safely and develop running and stopping.	Theme: aeroplanes To develop throwing and learn how to keep score.	Theme: cyclists To be able to play games showing an understanding	Theme: buses To follow instructions and move safely when	Theme: boats To work co-operatively and learn to take turns.	Theme: Trains To work with others to play team games.

			of the different roles within it.	playing tagging games.		
Trip, Visitors, experience						