Barleyhurst Park Primary School

Foundation stage long term plan: Summer 2 2024

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|  | | **CLL** | **PD** | **PSED** | **MD** | **Literacy** | **Creative arts** | **Understanding of the world** |
| Week  1  Spiders  3.6.24 (4 days) | | Talk partners  Children to discuss what they know about mini beasts and the different habitats/food chain/physical features | Striking and fielding skills with Sports Coach  OAA Explorers with Class teacher | Children to discuss how to take another child’s feelings into account | Number bonds  Revision of addition and subtraction facts within 5.  Practical number bond facts | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Rhymes  Children to listen to and enjoy a variety of mini beast rhymes.  Children to write their own rhyme. | Model spider  Children to use a selection of tools and junk materials to make their own bouncy spider. | Spider web and facts  Children to create their own spider web and use fact books to write a true fact understanding what is true/false |
| Week 2  Father’s Day  10.6.24 | Talk partners  Children to discuss how different families celebrate the significant male in their home. | | Striking and fielding skills with Sports Coach  OAA Explorers with Class teacher | Children to discuss how to take risks safely | Sharing and grouping  Exploring sharing and grouping in practical contexts.  Pizza making | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Sentences about our Dads  Children to write a sentence about their Dads describing and explaining why they love them. | Father’s Day present/portrait  Children to use paint and other resources to print a tie.  Children to create a portrait of significant male choosing appropriate colours. | Planting seeds  Children to plant a bean seed to take home  Children to plant seeds/seedlings into FS flower bed  *What do we have to do to make sure our seed grows?*  \*Discuss the EUROS 24..*What countries are playing?* Opportunity to draw flags. |
| Week  3  Caterpillars  17.6.24 | | Talk partners  Children to discuss what they already know about caterpillars and what they become. | Striking and fielding skills with Sports Coach  OAA Explorers with Class teacher | Children to learn about healthy choices with regard to food | Sharing and grouping  Solving number problems including doubling and odd and even numbers  Numbered street…  Odds and even | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  The very hungry caterpillar  Children to listen to enjoy the story.  Children to use the story language to write their own story. | Printed caterpillar  Children to make their own caterpillar by printing with different tools and choosing appropriate colours | Life cycle of a caterpillar  Children to gain an understanding of the life cycle of a caterpillar  Draw lifecycle diagram |
| Week  4  Butterflies  24.6.24 | | Talk partners  Children to recall and discuss what we have learnt so far about caterpillars and butterflies. | Striking and fielding skills with Sports Coach  OAA Explorers with Class teacher | Children to learn about healthy choices with regard to dental hygiene and exercise | Doubles and halves  Double/half the patterns on the butterfly  Butterfly art | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Rules to look after animals  Children to create a set of rules on how minibeasts should be looked after | Painted symmetrical butterflies  Children to use paints to create their own symmetrical butterfly | Butterfly fact  Children to write their own butterfly fact. |
| Week  5  Snails  1.7.24 | | Talk partners  Children to talk about how a race should be fair and how it will run | Striking and fielding skills with Sports Coach  OAA Explorers with Class teacher | Children to discuss the importance of helping others without being asked | Repeating patterns  Create and explore own pattern rules | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Instructions  Children to write instructions for a snail race. | Snail  Children to use clay and different clay tools to create their own snail sculpture. | Observational drawings  Children to make a drawing of their favourite minibeast(s)/snails  \*Discussion on past (being at nursery, present being a Lion and future being a crocodile-yr 1) |
| Week  6  Ladybirds  8.7.24 | | Talk partners  Children to talk about their knowledge of ladybirds. | Striking and fielding skills with Sports Coach  OAA EXplorers with Class teacher | Children to learn how to resolve problems more independently. | Visualise, build and map  Describe positions  Map of wooded area at school | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  The bad tempered ladybird  Children to listen to enjoy the story.  Children to use the story language to write their own story. | Sewing  Children to use needle and thread to make their own felt ladybird | Ladybird fact  Children to write a true fact about ladybirds. |
| Week  7  All mini beasts  15.7.24 | | Talk partners  Children to think about their favourite mini beast and why. | Striking and fielding skills with Sports Coach  OAA Explorers with Class teacher | Children to discuss how to deal with change/  transition to Year 1 | Visualise,build and map  Explore mapping and create own maps from local area and stories | Monster Phonics activity: See additional provision plan  -Continuous provision for daily name writing  -Handwriting sessions  Fact book  Children to create their own fact book about each different mini beast. Look at examples of different fact books. | Painting/printing  Children to use different collage materials to create a garden picture with mini beasts. | Illustrating fact book  Children to illustrate their fact book. |