



# Foundation Stage Medium Term Planning

Summer 2 Term

Topic – Passport to the Animal Kingdom

<h2>Apple Class</h2>	<b>Rainforest</b> 1 <sup>st</sup> - 5 <sup>th</sup> June	<b>Desert Kalahari</b> 8 <sup>th</sup> – 12 <sup>th</sup> June  <b>Induction Picnic</b>	<b>Africa</b> 15 <sup>th</sup> – 19 <sup>th</sup> June  <b>Healthy Eating Week</b>  <b>Sports Day</b>	<b>Australia</b> 22 <sup>nd</sup> - 26 <sup>th</sup> June  <b>The Wild Place Trip – Tuesday</b>	<b>India</b> 29 <sup>th</sup> - 3 <sup>rd</sup> July  <u>Forest School - Tuesday</u>  <u>Shuffle up Day - Thursday</u>  <u>Multi-skills festival - Friday</u>	<b>The Ocean</b> 6 <sup>th</sup> – 10 <sup>th</sup> July  <u>Forest School – Tuesday</u>  <u>Race for Life - Thursday</u>	<b>Transition</b> 13 <sup>th</sup> – 17 <sup>th</sup> July  <u>Forest School - Tuesday</u>
	<b>Animal Kingdoms</b> <p>This term, our learning theme <b>“Passport to the Animal Kingdom”</b> will build on the children’s strong interest in wild animals, taking them on an exciting journey around the world. Pupils will explore and compare a range of habitats, from rainforests, jungles, deserts and oceans to the African savannah and the Australian outback. We will consider how these environments are similar or different from our own. Through engaging stories and high-quality non-fiction texts, children will deepen their understanding of animals, their adaptations and the places they live. We will also learn about cultures from different countries, linking these to the habitats we study, and expressing our ideas through creative art activities. Our learning will be enriched by a visit to The Bristol Zoo Project, where children will have the opportunity to observe animals first-hand and develop a deeper connection to the natural world.</p>						
<b>Provocations/Visit</b>	<b>INSET DAY - Monday</b>	<u>Induction Picnic – Tuesday in Mikes Meadow</u>  <u>Sports Day Practice – Thursday am</u>	<u>Induction Picnic – Tuesday</u>  <u>Healthy Eating Week</u>  <u>Sports Day Practice – Thursday am</u>	<u>The Wild Place – Tuesday</u>	<u>Forest School – Tuesday</u> <u>Shuffle up day – Thursday</u>  <u>Multi-Skills Festival at Rhymes - Friday</u>	<u>Forest School – Tuesday</u>  <u>Year 6 Leavers Show</u>	<u>Forest School – Tuesday</u>  <u>Year 6 Leavers Church Service – Tuesday</u>
<b>Physical Development (PRIME)</b>	<b>Games – Outside</b> Team games - practising key skills	<b>Games – Outside</b> Team games - practising key skills	<b>Sports Day – Thursday morning</b>	<b>Games – Outside</b> Team games - practising key skills	<b>Multiskills Festival</b> on Friday 7 <sup>th</sup> June at Rhymes Pav	<b>Games – Outside</b> Team games - practising key skills	

	sending and receiving / relay	sending and receiving / relay		sending and receiving / relay		sending and receiving / relay	
Cosmic Kids	<b>Peace Out Bye Bye Boat 8 mins</b>	<b>Yoga Babs the Beaver 19 mins</b>	<b>Yoga Mimi the Mermaid 22 mins</b>	<b>Yoga Norris the baby Seahorse 16 mins</b>	<b>Brain Break Deep Sea Core Strength 8mins</b>	<b>Yoga Pirate adventure 10 mins</b>	<b>Super Yoga Underwater Sea Party 5 mins</b>
<b>Personal, Social and Emotional Development (PRIME)</b>  <b>Values for life –</b>  <b>Jigsaw – Changing Me</b>	Understand that everyone is unique and special  1. <b>My Body</b> – <i>I can name parts of my body.</i>	Can express how they feel when change happens.  2. <b>Respecting my body</b> - <i>I can tell you some things I can do and foods I can eat to be healthy</i>	Understand and respect the changes that they see in themselves  3 <b>Growing up</b> - <i>I understand that we all grow from babies to adults</i>	Understand and respect the changes that they see in other people  4 <b>Fun and Fears (Pt1)</b> - <i>I can express how I feel about moving to Year 1</i>	Know who to ask for help if they are worried about change  5 <b>Fun and Fears (Pt 20)</b> - <i>I can talk about my worries and/or the things I am looking forward to about being in Year 1</i>	Are looking forward to change  6 <b>Celebration</b> - <i>I can share my memories of the best bits of this year in Reception</i>	
<b>Little Wandle Phonics – Phase 4</b>	<b>Sum1 – Assessment / Sentence dictation</b>	CVCC and CCVC words with long vowel sounds	CCVC / CCCVC / CCV words	Words ending with s/s/z/es Longer words	Root words ending with ing/ed/t/id/d	Root words with er/est Review	<b>Final Assessment Week</b>
<b>Drawing Club</b>	<b>Ape</b> Martin Jenkins	<b>Meerkat Mail</b> Emily Gravett	<b>Handa’s Surprise</b> Eileen Brown	<b>The Koala who could</b> Racheal Bright	<b>The Tiger Skin Rug</b> Gerald Rose	<b>The sea beneath my toes</b> Charlotte Guilain	
<b>Literacy (SPECIFIC)</b>	<b>Ape</b> <ul style="list-style-type: none"> <li>Non-Fiction</li> <li><b>Factual writing</b></li> <li>Rainforest habitat</li> </ul>	<b>Meerkat Mail</b> <ul style="list-style-type: none"> <li>Postcard writing</li> <li>Desert habitats and animals</li> <li><b>Write a new adventure for Sunny</b></li> </ul>	<b>Handa’s Surprise</b> <ul style="list-style-type: none"> <li>Exotic fruits / Healty Eating week</li> <li>African Savannah</li> <li><b>Write about one of the animals from the story</b></li> </ul>	<b>The Koala who could</b> <ul style="list-style-type: none"> <li>Australian outback and animals</li> <li><b>Write a story about an animal living in Australia</b></li> </ul>	<b>The Tiger Skin Rug</b> <ul style="list-style-type: none"> <li>India</li> <li>Tigers</li> <li><b>Write a new adventure for the Tiger</b></li> </ul>	<b>The sea beneath my toes</b> <ul style="list-style-type: none"> <li><b>Write a story about a favourite marine animal</b></li> <li>Ocean habitat – including the dark zone</li> </ul>	<b>Holidays</b> Ask the children to write about their holiday destinations for the summer break
<b>Mathematics (SPECIFIC)</b>	<b>ELG:</b> Subitise (recognise)	<b>ELG:</b> Automatically recall (without	<b>ELG:</b> Have a deep understanding of	<b>ELG:</b> Explore and represent patterns	<b>ELG:</b> Verbally count beyond 20,	<b>ELG:</b> Compare quantities up to 10	

	quantities without counting) up to 5	reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts)	number to 10, including the composition of each number	within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	recognising the pattern of the counting system	in different contexts, recognising when one quantity is greater than, less than or the same as the other	
<p><b>Understanding the World (SPECIFIC)</b></p> <p><b>ELG: I can tell you some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class</b></p>	<p><b>Rainforests</b> <u>Prior learning</u>- apes live in rainforests</p> <ul style="list-style-type: none"> <li>Describe a rainforest and its key features</li> <li>Compare and contrast a rainforest to Mike's Meadow</li> <li>Learn about the effects we can have on climate, animals and plants</li> </ul>	<p><b>Kalahari Desert</b> <u>Prior learning</u> – recall the setting in Meerkat Mail</p> <ul style="list-style-type: none"> <li>To describe the Kalahari Desert (hot, dry, sand)</li> <li>To be able to talk about what I like and dislike about deserts and why.</li> <li>To compare and contrast to where I live.</li> </ul>	<p><b>Africa - Kenya</b> <u>Prior learning</u> – recall where Handa lived and what the homes looked like</p> <ul style="list-style-type: none"> <li>To talk about what is the same and different from where I live in comparison to Handa's village in Kenya.</li> </ul>	<p><b>The Wild Place – Mystery Trip (All Day)</b></p>	<p><b>India</b> <u>Prior learning</u> – revisit setting of the Tiger Skin Rug</p> <p>Learn about <b>India as a country</b></p> <p>Explore features of an <b>Indian jungle environment</b></p> <p>Understand simple differences between <b>India and the UK</b></p> <p>Develop vocabulary linked to place, climate, and culture</p>	<p><b>Oceans</b> <u>Prior learning</u> – draw upon some of the images from the story 'The sea beneath my toes'</p> <p>Make observations about what they see around them in the natural world.</p> <p>Identify key features of the ocean.</p>	<p><b>Plastic is not Fantastic</b> <u>Prior learning</u> – watch a clip from Richard Attenborough's program highlighting plastic in the ocean</p> <p>Develop an awareness of the importance of keeping our natural environments free from litter and the impact on wildlife.</p>
<p><b>Computing R3 – Animal Safari</b></p>		<p><b>Animal Safari</b> What is a QR code? <i>It is an abbreviation for 'Quick Response'. It is a special type</i></p>	<p><b>Hidden Endangered animals</b> Hide the animal QR codes around the classroom. Use an iPad and tally</p>	<p><b>Code Hunter</b> What do you know about the animals? Follow the QR codes, read the question then find the answer!</p>	<p><b>Shape Hunt</b> In small groups use the camera on the iPad to find shapes (2d or 3d) outside in the playground.</p>	<p>Print of photos and identify the shapes they found – sort them into groups.</p>	

		<i>of bar code/made up of dots, that takes you to an image or website.</i> Show the class how it works using Twinkl presentation.	chart to find and identify the hidden bugs!				
<b>Expressive Arts (SPECIFIC)</b>	<b>Provocation-</b> Rainforests – look at colours and animals in rainforests  Use an assortment of papers to create a collage image of a rainforest. Focus on colours and patterns.	<b>Provocation -</b> deserts – look at cactus plants.  Use the cactus plants for inspiration. Use a range of media to recreate a drawing of a cactus.	<b>Provocation –</b> look at images of African savannah/sunsets/ animals  Create an African sunset effect using chalks/pastels. (reds, orange, yellow) On top add a silhouette of an African animal.	<b>Provocation –</b> Look at images of aboriginal art. Focus on the use of animals as a theme.  Using Q-tips create dots for aboriginal art – choose one marine animal as a key focus.	<b>Provocation –</b> Henry Rousseux and his use of colours and texture to create a jungle scene.  Use real indoor plants as a stimulus for jungle art – just like Henry Rousseux did.	<b>Provocation –</b> Marbling ink – use the technique to create a watery image.  Once dry, draw and cut out marine animals to add to the inked paper.	<b>Provocation –</b> Use junk materials to create ocean art works.
<b>Charanga – Reflect, Rewind and Replay</b>	<b>Rewind and Listen Out! Celebration by Kool And The Gang</b> <b>Compose</b> with the Big Bear Funk song – add instruments. <b>Musical language – pulse</b> (a steady beat)	<b>Reflect - Dance Of The Sugar Plum Fairy by Tchaikovsky</b> <b>Compose –</b> with This Old Man. Use clapping to create recreate the beat. <b>Musical language- rhythm</b> (Sequence of sounds and silences) Hickory Dickory Dock	<b>Reflect - Flight Of The Bumblebee by Rimsky-Korsakov</b> <b>Compose -</b> Twinkle Twinkle. Use high and low percussion instruments to create pitch. <b>Musical Language – Pitch</b> (high and low sounds)	<b>Rewind and Listen Out! We Are Family by Sister Sledge</b> <b>Compose –</b> Incy Wincy Spider. Copy-clap some rhythms of phrases from the songs	<b>Rewind and Listen Out! Singing In The Rain sung by Gene Kelly</b> <b>Compose –</b> Revisit it's not too difficult. Use body percussion to accompany the song/music.	<b>Reflect - E.T. Flying Theme by John Williams</b> <b>Compose –</b> Revisit if you're happy and you know it. Use the Glockenspiels to follow the musical notes. G, G + A	
<b>RE Special Places</b>  <b>What makes places special?</b>	<b>Lesson 1 Homes from around the World</b> Activity – build a home for a toy in small teams.	<b>Lesson 2 Homes from around the World cont.</b> Discussion - Look at different homes from around the	<b>Lesson 3 Our World</b> Discussion – Ask the children to think about where Bertie Owl's special place is and why?	<b>Lesson 4 Churches</b> Take a visit to our local Church – talk about why it is a special place to Christians – so they	<b>Lesson 5 Mosques</b> Discussion – show an image of a Mosque. Do they know what this	<b>Lesson 6 Synagogues</b> Bertie Owl wears a Kippah (skull cap). In small groups hand out pictures of synagogues – inside	

<p><b>Christianity, Islam, Judaism</b></p>	<p>Discuss how different the homes are – why? Does it depend on the materials?</p>	<p>world – what makes them different?</p>	<p>Split into small groups and ask each group to talk about a picture of a special place – what might make it special? Who would visit it and why?</p>	<p>can feel close to God/Jesus.</p>	<p>building is? What do they notice? It's a special place to Muslims to worship and pray to Allah. <i>We have a wooden Mosque we could provide to free play.</i></p>	<p>and out. What can they see? It's a special place for Jewish people to worship and pray to God.</p>	
<p><b>Environmental / Mikes Meadow</b></p>					<p><b>Forest School</b></p>	<p><b>Forest School</b></p>	<p><b>Forest School</b></p>
<p><b>Food for Life</b> <i>There is variety of ingredients that can be used for cooking.</i></p>			<p><b>Healthy Eating Week</b> Use the fruits from Handa's Surprise to make fruity kebabs</p>				