

Bude Primary Academy Infants Early Years Foundation Stage

Medium Term Overview





	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Dire	ect teaching/ Adult led	Activities (details of o	pportunities in continuo	us provision on weekly over	view)
Key text Talk through stories	GIGANTOSKURUS	HANDAS HEN BROWN	Shirtley Hugher DOGGGER OG	One . Snowy. Night . Nick autorouti	GEORGE AND THE DRACON	Rent Cag- along Rent Calong
Commu	Oracy and	Oracy and	Oracy and listening	Oracy and listening	Oracy and listening	Oracy and
nication	listening	listening	 Responding to 	Responding to	 Responding to 	listening
and Languag e	 Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	 Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	 stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	 stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	 stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines 	 Responding to stories Asking for fruit at snack time Planning and talking about our own learning Explicit teaching of vocab – Talk through stories Using new Tier 2 and 3 vocab in CP and daily routines



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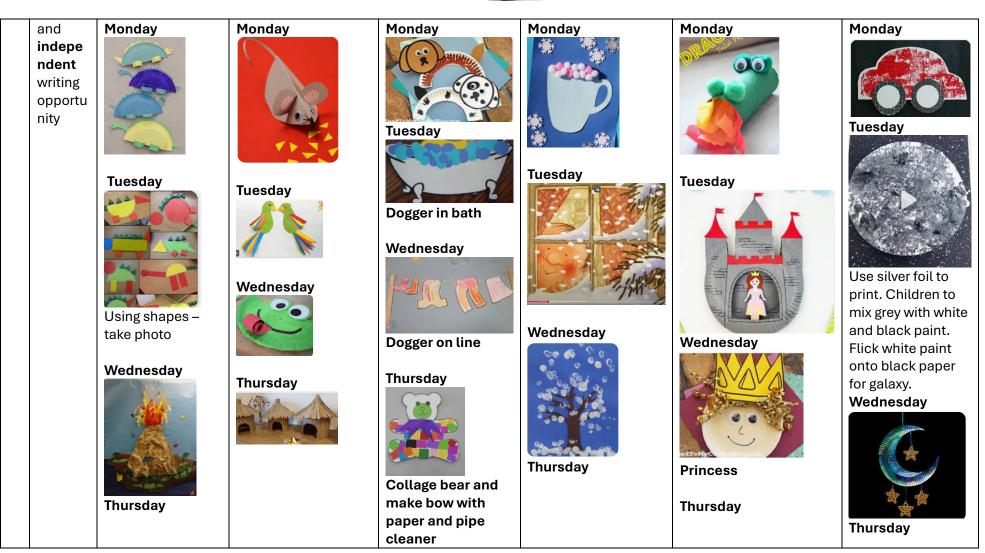
Nursery Rhyme of the week	l'm a Little Teapot	Lond Bridge is falling down	Mary had a little lamb	Hickory Dickory Dock	Polly put the kettle on	Pop goes the weasel			
Speaking	In COOI time mode	l and support children	to Plan – I will I will s	o to Because					
		In COOl time model and support children to Plan – I will … I will go to… Because Ask What did you? Why did you…? How did you…?							
Physica I Develo pment Gross Motor (in addition to PE in outdoor CP)	Ribbon twirling – cross body movements, balance, control and co- ordination.	Large scale mark- making with chalks on playground and water and brushes (if dry) - co- ordination, control and balance.	Bouncing ball to a friend – catching the ball from your friend	Throwing beanbags into hoops (and keep score)	Use large blocks and crates to build a bridge over a 'river'.	Hopscotch on playground.			
PE lessons	Dance	Dance	Dance	Dance	Dance	Dance			
Fine motor skills In CP	Linking elephants	Make necklaces and bracelets by threading penne pasta onto string.	Use stencils to draw pictures.	Threading small beads onto spaghetti.	Clothes pegs and matching activity.	Stretching loom bands over nails on wood.			
Finger Fit – Fine	Children to orally compose own sentences – adult to model back as complete sentence Children work towards individual next steps in writing.								
motor skills	Based on –	Based on	Based on	Based on	Based on	Based on			



Bude Primary Academy Infants Early Years Foundation Stage Medium Term Overview Spring 1 – What was it like in the past?









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		***			Stick on rectangle door (with flap) and draw which animals are at the door.		Sequence pictures from the story
	Persona l social and emotion al develop ment	SCARF What's safe to go onto my body?	SCARF Keeping myself safe-what's safe to go into my body?	ScarF Safe indoors and outdoors	SCARF Listening to my feelings	SCARF Keeping safe online	SCARF People who help to keep me safe
S	Literacy reading/ underst anding	Story time focus – Story telling and recall	Story time focus - Story telling and recall	Story time focus – Prediction and linking to own experiences	Story time focus – Prediction and linking to own experiences	Story time focus - New vocabulary	Story time focus - New vocabulary
Specific Areas	Literacy Phonics	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.
	Literacy writing	 Daily name writing 	 Daily name writing 	 Daily name writing 	 Daily name writing 	 Daily name writing Finger fit – initial sounds/cvc words 	 Daily name writing



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Maths white	 Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP Alive in 5 	 Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP Alive in 5 	 Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP Mass and capacity 	 Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP Growing 6,7 and 8 	 Handwriting and letter formation Writing opportunities within CP Growing 6,7 and 8 	 Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP Length, height and time
rose Maths Fluency Number sense	Partitioning 10	Partitioning 10	Composition of 6 to 9	Composition of 6 to 9	Composition of 6 to 9	Composition of 6 to 9
Maths book of the week	ZERO IS THE LEAVES ONLINE TREE	The Ugly Five Five Sci. Fickles - And Skipts	Who Sank the Boat?	Sidney the Silly Who Only Eats Song by Song by	Two of Everything	Kipper's Toybox



Bude Primary Academy Infants Early Years Foundation Stage Medium Term Overview Spring 1 – What was it like in the past?





Underst The natural world anding Talks about of the changes that happen in the

world

natural environment during Autumn and Winter -Animals that hibernate

People and communities (RE)

Types of homes knows where they live and the type of building they live in (e.g. flat, bungalow)

Key text



about how and why ice is formed People and communities (RE) Homes in different countries - knows that homes in different places

The natural world

Hot/cold. Can talk

may look different to our own.

Key Text



Past and present Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions)

The natural world

People and communities (RE) What is special about Bude? Understands that we are in the town of Bude that is by the sea and in small part of the county of Cornwall,

Key Text



The natural world Past and present Begin to develop an awareness of the past beyond living memory through books at stories



People and communities (RE) Chinese New Year (29.1.25) Can talk in detail about Chinese New Year Key Text

The natural world Using different materials - Manipulate and investigate the properties of a range of raw and manmade materials through construction activities, arts activities, and simple investigations

People and communities (RE) Where is Cornwall? Understand that Cornwall is a part of the UK.

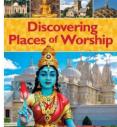
Key Text



People and communities (RE) Special places -Understands that some places are special to members of the community

The Natural world

Key Text





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0			materials	materials		materials
-					Artist of the term – Paul	
-	Artist of the term	Artist of the term –	Artist of the term –	Artist of the term –	Klee	Artist of the term
	– Paul Klee	Paul Klee	Paul Klee	Paul Klee		– Paul Klee
	Drawing around shapes, colouring with crayons and using Brusho as wash for	Transient art-with shapes (on lightboard, if possible)	Portrait, using large circle to draw round. Ruler to make 4 lines and colour/paint	Colour mixing on a grid.	Printing with shapes to make Paul Klee-style cityscape.	Collage with ready-made shapes.
k	background		inside lines.		Singing/music	
	Singing/ music	Singing/ music Charanga - Everyone		Singing/music Charanga – Everyone	Singing/music Charanga – Everyone	Singing/ music Charanga – Everyone
	Charanga -					
E	Everyone		Singing/ music		Dancing – 3 pigs	
1	Dancing – 3 pigs	Dancing – 3 pigs	Charanga – Everyone	Dancing – 3 pigs		Dancing – 3 pigs
			Dancing – 3 pigs			



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