



EYFS Silverdale Medium Term Planning Year A Summer (Stage 3+ Birth to 5 matters)



EYFS PSHE Plan

Relationships, Health and Wellbeing, Living in the Wider World

Worship Year A 2026-27	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Worship Year B 2025-26	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS Single year (Followed in FS1)	Why are we special? I Belong PANTS Super Me!	Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind,		How can we look after each other, our community and our environment? Look What I Can Do!	What will change as we go into Year 1 and what will stay the same? <u>Yes</u> I can!
Week 1	PAN Ta Saurus	PAN Ta Saurus	PAN Ta Saurus	PAN Ta Saurus	PAN Ta Saurus	PAN Ta Saurus
Week 2	Look at the All about me book – celebrate each other	Respecting other people – why?	How do we stay safe in the dark, including road safety? Firefighters visit	Why is having healthy teeth important?	Why should we look after each other?	What is the same about me as was in September?
Week 3	Look at the All about me book – celebrate each other	Why is listening to each other a good idea?	How do we stay safe from bugs? Why do we need to wash our hands and our bodies?	Why is eating healthy food important?	Why should we look after our town? What could we do?	How am I changing? What will carry on changing?
Week 4	Families What makes a family?	Why is sharing and trust important?	First aid – what do we do in an emergency? Visit from a Nurse or Doctor	How do we keep our bodies healthy?	Why should we look after the oceans?	How can I cope with change?
Week 5	What is special about our School Family – RMS/Malhamdale	Resolving conflict.	How do we stay safe online?	Why do we need to look after pets?	Why should we look after the animals?	What do I want to find out about Year 1?
Week 6	Being thankful for each other	Telling the truth and keeping promises.	What do the police/army do to keep us safe?	How do we keep our minds healthy?	Why should we pick up litter?	What have I learnt this year? What do I want to get better at next year?



	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Festivals/Celebrations	Yom Kippur Rosh Hashanah	Christmas Sukkot Chanukah Diwali		Easter Ramadan Eid-ul-Fitr Passover	Wesley Day Pesach	
	Believing What is the important fact about...		Expressing Why is it special?		Living What is it like to be....	
FS Understanding Christianity	Incarnation Why do Christians perform nativity plays at Christmas?		Salvation Why do Christians put a cross in an Easter Garden?		Creation (God) 'Why is the word 'God' so important to Christians?	
FS Christianity Judaism Islam Hinduism	F2 Which people are special and why?		F3 Which places are special and why? Virtual Visits..		F5 Being special: where do we belong? Methodism	F6 What is special about our world?

Are a of Learning	13.4.26	20.4.26	27.4.26	4.5.26	11.5.26	18.5.26		1.6.26	8.6.26	15.6.26	22.6.26	29.6.26	6.7.26	13.7.26
Celebrations		Earth Day St. George's Day	May Day		Ascension Day	Eid al-Adha				Father's Day Summer Solstice Windrush Day				
Block Focus	The Natural World Science - plants How do tiny seeds turn into big plants?		Expressive Arts & Design – Creating with materials – (Art) How can we make our own art like		Understanding the World (Geography) What is my world like?			Past & Present (History) What is now and what was before?		Expressive Arts & Design – Creating with materials – (DT) How can we make it move?		Living Things and Their Habitats (Art) How does the world around us change in summer?		Personal, Social & Emotional Dev

		<p>this, or in our own special way?</p>					<p>elopment – Physical Development – Understanding the World - (PSHE) How can we be ready for FS2?</p>
<p>K+U Sticky Knowledge</p>	<ul style="list-style-type: none"> • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive • Observe plants closely through a variety of means e.g. magnifiers & photographs 	<ul style="list-style-type: none"> • Notice what other children & adults do, mirroring what is observed • Practise artist's techniques • Discuss likes & dislikes about artwork 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Retell past events in correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Remembers & talks about significant times or events for family & friends 	<p>Develop new skills & techniques</p> <ul style="list-style-type: none"> • Use tools for a purpose 	<ul style="list-style-type: none"> • Observe animals closely through a variety of means e.g. magnifiers & photographs • Look at key stages of development from birth to adult • Name & identify body parts • Observe & describe in words or actions the effects of physical activity on body 	<ul style="list-style-type: none"> • Knows some of the things that make them unique,



<p>Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds</p> <ul style="list-style-type: none"> • Use all the senses in hands-on exploration of plants • Understand the key features of the life cycle of a plant 				<ul style="list-style-type: none"> • Begin to make sense of own life-story & family's history 		<ul style="list-style-type: none"> • Understand the key features of the life cycle of an animal 	<p>and can talk about some of the similarities and differences in relation to friends or family Become more outgoing with unfamiliar people, in the safe context of their setting</p> <ul style="list-style-type: none"> • Understands that expectations vary depending on differ
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							ent event s, social situati ons and chan ges in routin e, and beco mes more able to adap t their beha viour in favou rable condi tions
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<p>Pre dic ted Tex ts</p>							
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<p>C & L Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions
<p>C & L Speaking</p>	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle
<p>P, S and E D Self Regulation</p>	<ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
<p>P, S and</p>	<ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism



<p>d E D Ma na gin g Self</p>	<ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
<p>P,S an d E D Buil din g Rel ati ons hip s</p>	<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
<p>PD Gr oss Mo tor Skill s</p>	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow
<p>PD Fin e Mo tor Skill s</p>	<ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
<p>L Co mpr ehe</p>	<ul style="list-style-type: none"> • Beginning to understand why and how questions • Uses talk to explain what is happening



nsion	
L Word Reading	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words
L Writing	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
M Number	<p>Comparison</p> <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings <p>Composition</p> <ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Measures</p> <ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
M Number Patterns	



<p>Ma ster ing the Cur ricu lum</p>	
<p>U the W Pas t an d Pre sen t</p>	<ul style="list-style-type: none"> • Begin to make sense of own life-story & family's history • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how • Develop an understanding of growth, decay and changes over time • Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor <p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p> <ul style="list-style-type: none"> • Understand and use vocabulary such as: how, why, because • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because
<p>U the W Pe opl e, Cul tur e an d Co m mu niti es</p>	<ul style="list-style-type: none"> • Begin to make sense of their own life story & family history • Talk about what they have experienced or seen in photos • Develop positive attitudes about the differences between people • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs & routines
<p>U the W The Nat</p>	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals.



<p>ural Wo rld</p>	<ul style="list-style-type: none"> • Begin to understand the effect their behaviour can have on the environment • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive • Observe plants closely through a variety of means e.g. magnifiers & photographs • Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds • Use all the senses in hands-on exploration of plants • Understand the key features of the life cycle of a plant
<p>E A & D Cre ati ng wit h Ma teri als</p>	<ul style="list-style-type: none"> • Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play
<p>EA & D Bei ng Im agi nat ive an d Exp ress ive</p>	<p>Remember & sing familiar songs e.g. pop songs, rhymes</p> <ul style="list-style-type: none"> • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs • Play instruments with increasing control to express their feelings & ideas • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously • Respond to what they have heard, expressing their thoughts & feelings • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know

