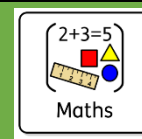
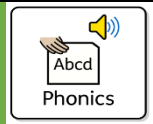




## Summer 2 Medium Term Plan


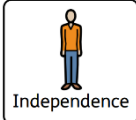
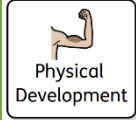

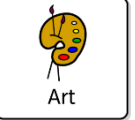

**Class: Rainbow 2**

**Topic: Deep Sea Divers**



<p><b>Rhyme Time</b> Every day we listen to our rhyme of the week twice. The rhyme changes every week and is related to our topic. We listen to the rhyme and explore the different sounds that relate to the rhyme: Week 1: A Sailor Went to Sea Week 2: 1,2,3,4,5 Once I Caught a Fish Alive Week 3: Row, Row, Row Your Boat Week 4: Round and Round the Garden Week 5: Miss Molly Had a Dolly Week 6: One, Two Buckle My Shoe Week 7: Baa, Baa, Black Sheep Week 8: Twinkle, Twinkle, Little Star <u>Bertha the Bus</u> Children will explore different sounds through animals. Listen to the rhyme 'Bertha the Bus'. <u>What's in the box?</u> The sound changes every week to expose children to new sounds. We are focusing on children learning /s/ /a/ /t/ /p/ /i/ /n/. <u>Speaking</u> ✓ Experiment with voice sounds ✓ Vocalisations are more consistent ✓ Vocalisations are beginning to sound word like <u>Phonological Awareness</u> ✓ Responds to early interaction rhymes ✓ Indicate wanting 'more' during interaction rhymes ✓ Enjoys rhyming stories, songs and rhymes</p>	<p><b>Whole Class Story Time</b> <u>Deep Sea Divers</u> At the end of the day children will sit together and listen to a whole class story before home time. This story will be chosen from the reading area of the classroom. <b>Sensory Story</b> Children are invited to explore their senses through a weekly sensory story related to the topic on the week. <b>Story Massage</b> Story massage is another way for children to be exposed to stories/rhymes in a sensory way. These rhymes will mirror those taught in rhyme time: Week 1: A Sailor Went to Sea Week 2: 1,2,3,4,5 Once I Caught a Fish Alive Week 3: Row, Row, Row Your Boat Week 4: Round and Round the Garden Week 5: Miss Molly Had a Dolly Week 6: One, Two Buckle My Shoe Week 7: Baa, Baa, Black Sheep Week 8: Twinkle, Twinkle, Little Star <b>Reading for pleasure</b> Children will have access to classroom reading corner where they can explore books that relate to the half term topic 'Deep Sea Divers'. Weekly visits to the school library. ✓ ✓ Handle books independently ✓ Eye gaze is fixated for longer periods of time ✓ Will fixate on a familiar person or objects ✓ Indicates to an adult that they want them to read a specific book ✓ Chooses books to look at independently</p>	<p><b>Write Dance</b> Daily write dance session where children can practice their mark marking using different forms of sensory exploration (shaving foam, flour etc), looking at a different movement each week. <b>Mat Man</b> Used to develop children's awareness of their own bodies. <b>Squiggle While You Wiggle:</b> An early writing programme which incorporates dance, music and large movements to help children develop their fine motor control. <b>Tapping Sticks:</b> An activity that supports children's development of hand-eye coordination, listening skills, rhythm, beat and directionality. <b>Dough Disco:</b> This half term we will be following along to the video "Pirate Playdough" by Early Years Emily which can be found on YouTube. <u>Writing:</u> ✓ Holds a pencil with sufficient grip and pressure to make marks on paper ✓ Beginning to explore a range of media ✓ Can recognise mark-making materials ✓ Will tolerate tools in their hand to mark-make ✓ Will make marks on paper and on other surfaces ✓ Make makes with a range of media</p>	<p><b>Daily Number Song</b> Children will listen to a daily number song to help improve their recognition of numbers and the fluidity. <u>Daily Counting</u> ✓ Take part in finger rhymes/songs with numbers ✓ Begins to anticipate the ending or key elements of rhymes, songs and number games ✓ Numbers to 10 Count forwards in 1s, from 0 to 10 ✓ Count backwards in 1s, from 10, to 0 ✓ Count forwards in 1s, from a different starting number, within 10 ✓ Count backwards in 1s, from a different starting number, within 10 <b>Measure</b> Children will build on their previous learning from last half term around shape and begin to explore position. They will be introduced to language such as 'in', 'out', 'on', 'under', 'over' and 'behind'.</p>	<p><b>Animals</b> ✓ Recognise a range of animals ✓ Recognise some animal noises ✓ Begins to show an understanding that animals need food and water <b>Water</b> ✓ Explores water-based play ✓ Explores carrying and moving water ✓ Tolerates being wet when 'caught' in the rain ✓ Fills and empties containers. ✓ Fills and empties containers. <b>Sensology</b> Children will take part in sensology sessions each week where they will explore their 5 senses. ✓ Communicates foods they like/dislike ✓ Explore new food – touch, smell ✓ To know what good is</p>	<p>PSHE is taught throughout our curriculum and day to day situations including in our provision. <b>Healthy Lifestyles</b> <u>Healthy Eating</u> ✓ Communicate likes and dislikes with food. ✓ Explore the concept of healthy foods through sensory experiences. ✓ Accepts teeth being brushed/will brush teeth. <u>Taking Care of Physical Health</u> ✓ Accept routines which support our physical health e.g. bed time, washing hands, baths etc ✓ Join in with strategies to support our physical and mental well-being - including relaxation strategies ✓ Joins in with physical movement activities <u>Keeping Well</u> ✓ Accept help from an adult e.g. to look at/clean an injury. ✓ Begin to communicate being unwell, hurt or in pain to a familiar adult.</p>
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 Food Technology	 Independence	 Physical Development	 PE	 Art	 Music
<p><b><u>Pouring, Mixing and Estimating Measuring (Linked to Maths and PSHE)</u></b></p> <p>This half term we will be following simple recipes as a class to make different healthy foods. These are the following skills we will be focusing on.</p> <ul style="list-style-type: none"> <li>✓ Fills and empties jugs and containers (water/sand/cereal etc).</li> <li>✓ Pours water/sand/cereal etc into a range of containers.</li> <li>✓ Uses cups to pour cereal into a bowl.</li> <li>✓ Uses cups to pour milk into a bowl.</li> <li>✓ Use a wooden spoon to mix.</li> <li>✓ Holds bowl with non-mixing hand.</li> <li>✓ With support, adds the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips.</li> </ul>	<p>This half term we will be working on different aspects of independence following the independence curriculum.</p> <p><b><u>Independence</u></b></p> <ul style="list-style-type: none"> <li>✓ Follows one step directions when getting dressed/undressed</li> <li>✓ Pulls up/takes down pants/nappy/underpants</li> <li>✓ Takes off their coat/top</li> <li>✓ Attempts to put on socks</li> <li>✓ Puts arms down sleeves with assistance</li> <li>✓ Responds to one step commands appropriately e.g. get your shoes</li> <li>✓ Puts coat on independently</li> <li>✓ Closes Velcro fastening</li> <li>✓ Dressing and Undressing</li> </ul> <p><b><u>Eating and Drinking</u></b></p> <ul style="list-style-type: none"> <li>✓ Drinks from a variety of cups/bottles</li> </ul> <p><b><u>Hygiene</u></b></p> <ul style="list-style-type: none"> <li>✓ Access hands being washed with hand over hand support</li> <li>✓ Engages in toothbrush activities in school</li> </ul>	<p><b><u>Weekly PE Session</u></b></p> <p>Children will take part in weekly PE session led by June. Children will be focusing on a range of activities such as kicking a ball, jumping in the air and moving around spaces in alternative ways to walking/running.</p> <p><b><u>Access to outdoor area</u></b></p> <p>Children have daily access to outdoor areas including balancing beams and small balls in the classrooms outdoor space.</p> <p><b><u>Birth to 5 Matters – Range 4</u></b></p> <ul style="list-style-type: none"> <li>✓ Moves in response to music, or rhythms played on instruments such as drums or shakers</li> <li>✓ Jumps up into air with both feet leaving the floor and can jump forward a small distance</li> <li>✓ Begins to understand and choose different ways of moving</li> <li>✓ Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</li> </ul>	<p><b><u>Weekly PE Session</u></b></p> <p>Children will take part in weekly PE session led by June. Children will be focusing on a range of activities such as kicking a ball, jumping in the air and moving around spaces in alternative ways to walking/running.</p>	<p>Each week children will create artwork that relates to their weekly story/topic. Children will explore a range of materials and textures to create unique pieces of artwork.</p>	<p><b><u>Weekly Music lessons</u></b></p> <p><b><u>Following Unit 5-</u></b></p> <p>This half term will focus on introducing march</p> <p>Greeting – Hello Everyone        Coordination – Roly Poly        Taking Turns – Making A Choice        Solo Time – Piccolo March        Good Bye</p> <ul style="list-style-type: none"> <li>✓ Move coactively</li> <li>✓ Moves independently</li> <li>✓ Moves with the beat</li> </ul> <p><b><u>Daily sing and sign</u></b></p> <p>As part of our daily routine children will take part in a sing and sign activity. This half term the song is 'I can see a rainbow'.</p>