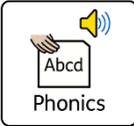
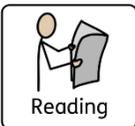
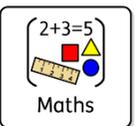




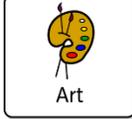
Summer 2 Medium Term Plan

Class: Navy and Royal

Topic: Dream Big

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>* We will be following the Little Wandle scheme for phonics sessions. Children are grouped between the two classes based on phonological understanding. Some children will be focusing on Reviewing all phase 3 GPCs and any phase 2 GPCs that are not secure. They will be continuing Phase 4 See weekly breakdown below and they will continue to review all tricky words learned so far.</p> <p>* <b>Week 1</b> -root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p>* <b>Week 2</b> - long vowel sounds CVCC CCVC</p> <p>* <b>Week 3</b> - long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>* <b>Week 4</b> - Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words</p> <p>* <b>Week 5</b> - root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>* <b>Week 6</b> - Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> <p>* <b>Week 7</b> - Review week</p> <p>* <b>Week 8</b> - Review week</p> <p>Other children will be focussing on Phase 5 graphemes, they are learning that there are different spellings for phonemes, they will grow the code.</p>	<p>* We will be following the Little Wandle scheme for guided reading. In the blue pathway we will be using decodable books which are perfectly matched to the Little Wandle programme progression and to children’s secure phonic knowledge.</p> <p>* Children read the same book aloud three times a week Each session in this ‘three read’ model has a clear focus:</p> <ul style="list-style-type: none"> <li>• Read 1: decoding</li> <li>• Read 2: prosody – reading with meaning, stress and intonation</li> <li>• Read 3: comprehension – understanding the text.</li> </ul> <p>*We will have access to an ebook library where we can share our reading book at home</p> <p>*We will visit the school library to select a reading for pleasure book each week to take home</p> <p>*Every day we will have the opportunity to listen to a story from our class library</p>	<p>* Our text stimulus this term will be various examples of biography from the Little People, big dreams series</p> <p>*Each week we will read a key story based on the lives of significant people as a hook for our writing.</p> <p>*We will recognise the features of a biography.</p> <p>*We will find the answer to questions about the person in the text.</p> <p>*We will learn new vocabulary linked to our texts</p> <p>*We will write about real events</p> <p>*We will write a series of sentences to retell events from our own lives (mini-autobiography)</p> <p>*We will continue to develop our writing in line with our phonics</p>	<p>* We will continue developing our understanding of Multiplication and Division.</p> <p>*We will arrange objects in columns and rows as arrays.</p> <p>* We will explore doubles, progressing from describing doubling as the addition of the same amount to describing it as 2 equal groups division through grouping.</p> <p>* We will explore division in the form of sharing.</p> <p>* We will also be learning about fractions in order to recognise and find half of an object, shape or quantity or a quarter</p> <p>*We will be learning about position and direction in order to describe turns or to describe position - left and right, backwards and forwards, above and below, ordinal numbers</p>	<p><b>Our focus will be ‘The World /People and Communities’</b></p> <p><b>Whilst writing about our own lives and experiences we will</b></p> <p>*Remember and talk about/communicate significant events in our own experience.</p> <p>*Recognises and describe special times or events for family or friends.</p> <p><b>Whilst exploring the lives of significant people we will:</b></p> <p>*Develop an understanding of occupations and say jobs we would like/would not like.</p> <p>*Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>*Recognise some similarities and differences between life in this country and life in other countries.</p> <p>*Recognise some environments that are different from the one in which we live.</p> <p>* We will begin to Communicate simple observations by labelling pictures.</p> <p><b>We will continue to develop scientific enquiry skills through weekly experiments</b></p> <p>*Make simple suggestions when prompted about what might happen</p> <p>*Makes predictions based on prior experiences.</p>	<p>Our topic focus for Summer 2 is ‘Keeping safe.’ We will develop an understanding of how to keep ourselves and others safe.</p> <p>*<b>Week 1</b> - *Staying safe by the road</p> <p>*<b>Week 2/3</b> - Staying safe when out and about. This includes discussions on road safety, stranger awareness, getting lost, level crossings, sun safety and water safety.</p> <p>*<b>Week 4</b> - Things that are hot, identify hot objects and discuss how they can stay safe around things that are hot.</p> <p>*<b>Week 5</b> - Can I eat it? Identifying and understanding when things are safe to eat.</p> <p>*<b>Week 6</b> - Staying safe online. To help children identify and understand different ways they can use the Internet and how they can stay safe online.</p> <p>*<b>Week 7</b> - Review</p> <p>We will also be looking at healthy Lifestyles including healthy eating, taking care of our physical health and keeping well</p>



					
<p>In food technology we are going to follow instructions to make fruit smoothies</p> <p>*We will select ingredients for a recipe. choosing fruits and vegetables to taste.</p> <p>* We will learn how to operate electrical equipment safely</p> <p>*We will use a blender and we will know how to:</p> <ul style="list-style-type: none"> <li>-place the jug on the base and take the jug off the base</li> <li>*We will also be using blunt knives to chop soft fruit into small pieces</li> <li>*Know how to wash a (blunt) knife safely.</li> <li>*Know how to stay safe around knives, when washing up, carrying a knife or picking it up</li> <li>*We will juice using a manual juicer.</li> </ul>	<ul style="list-style-type: none"> <li>* We will be visiting the Discovery Museum - Science Maze</li> <li>* Children will demonstrate understanding that different weather requires different clothing</li> <li>*They will identify different protective clothing and accessories that can be worn to prevent problems e.g. sun damage, getting wet</li> <li>*We will develop our organisational skills</li> <li>*Have a clear understanding of own belongings</li> <li>*We will keep our own belongings safe e.g. gloves/hat etc and ensure we get everything ready to take home.</li> <li>*At the beginning of each lesson we will get the equipment needed</li> </ul>	<p>In physical development our focus will be correct letter formation. Children will have the opportunity to:</p> <ul style="list-style-type: none"> <li>*Get ready for writing through warm up exercises</li> <li>*Letter formation practice linked to daily phonics</li> <li>*Practice using a pincer grip following 'nip, flip and grip' prompts</li> <li>*Begin to form some letters correctly on lines.</li> </ul>	<p>In P.E. children will have a weekly swimming session</p> <p>We will also use Go Noodle to encourage movement throughout the day. The children will spin a name wheel and whoever it lands on will choose an activity for the class to access.</p>	<p>In Art we will explore art works by well known artists to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>During our focus on Amelia Earhart we will look at Georgia O'Keeffe's - Sky above Clouds, IV</p> <p>Whilst learning about Coco Chanel we will create fabric boards</p> <p>We will also create drawings of significant individuals following step by step instructions or make observational drawings of objects linked to them.</p>	<p>Our music sessions will be on the theme Soundscapes linked to our weekly theme The children will create music by selecting and combining sounds</p> <ul style="list-style-type: none"> <li>*Use their voices or body percussion (clapping, clicking, humming, etc.) to imitate sounds</li> <li>*Choose instruments tuned or untuned to use for recreating sounds.</li> <li>*Look at pictures and suggest sounds for each of the images.</li> <li>*Create a storyboard of sounds linked to a theme</li> <li>*Create a sound sequence</li> <li>*Perform a sound sequence</li> </ul>