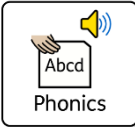


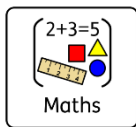










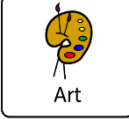
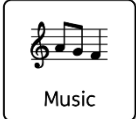
Summer 2 Medium Term Plan

Class: Rainbow 3

Topic: Deep Sea Divers

 Phonics	 Reading	 Writing/Mark Making	 Maths	 Science	 PSHE
<ul style="list-style-type: none"> *To engage with a Nursery rhyme each week; engaging with props and copying actions. *To explore a different sound each week: /w/, /x/, /y/, /ch/, /sh/, /ng/, /nk/, /z/. *To anticipate an action by moving body in response. *To develop turn taking skills. *To recognise taught letter sounds. *To identify and match sounds taught. *To recognise some initial sounds. *To respond to early interaction rhymes. *To indicate wanting 'more' during interaction rhymes. *To enjoy rhyming stories, songs and rhymes. *To reacts to music with a strong and steady beat. *To begin to re-enact simple stories or real-life situations through role play 	<p>Sensory Story</p> <ul style="list-style-type: none"> *To explore a range of sensory props *To react to sudden and loud sounds during the sensory story *To recognise emotional tones in a familiar voice during the sensory story *To recognise the object shown in a photograph. *To match two of the same objects. *To request resources using their preferred method of communication e.g. symbol exchange *To follow and recognise symbols linked to daily routines. *To use a small number of functional signs. *To demonstrate reading like behaviour *To turn pages in a book independently *To handle books independently. *To point to characters /objects from the pictures when asked *To indicate to an adult that they want them to read a specific book. *To choose books to look at independently. *To show an interest in illustrations and print in the environment <p>Key Texts</p> <ul style="list-style-type: none"> *The Rainbow Fish *The Little Mermaid * Busy Beach *Hooray for fish *Commotion in the ocean *Rosie's walk *Squid lifts the lid *All are welcome 	<ul style="list-style-type: none"> *To join in with writing activities by making marks on paper or other surfaces. *To recognise mark-making materials *To tolerate tools in their hand to mark-make *To make marks with a range of media *To scribble spontaneously when given paper and mark-making materials. *To choose to mark-make and enjoy drawing freely *To explore a range of mark making resources *To use their pincer grip when matching / handling objects *To use a palmer or tripod grip when holding writing implements *To recognize familiar objects *To begin to copy simple lines and shape patterns. *To observe the results of their actions when completing mark-making activities *To investigate own hands. *To accept an object being placed into hands *To transfer an object from one hand to another. *To attempt to copy finger movements and other gestures linked to rhyme, songs and stories. *To begin to join in with actions linked to a familiar rhyme, songs and stories. * To make controlled marks which have repetitive elements 	<p>Measure / Time:</p> <ul style="list-style-type: none"> *To know and enjoy daily routines, such as snack time, dinner tie, play time and nappy time etc. *To take part in turn taking activities where they are sometimes asked to 'wait' or 'wait longer' e.g. pressing a switch to produce a sound or light. *To remember learned responses over increasing periods of time and may anticipate known events *To begin to understand that things might happen now or at another time, in routines <p>Measure:</p> <ul style="list-style-type: none"> *To demonstrate putting items inside others of similar shape *To respond to size, reacting to very big or very small items that they see or try to pick up *To comment on the size and weight of objects *Will hold objects to experience differences in weight. *To enjoy filling and emptying containers. *To begin to communicate the want for 'more' with adult support. *To exchange symbols for actions *To put shapes and blocks into position *To select shapes for a reason *To show an interest in size and weight *To explore capacity by selecting, filling and emptying containers e.g. fitting toys in a pram *To explore differences in size, length, weight and capacity <p>Patterns:</p> <ul style="list-style-type: none"> *To show interest in patterned songs, rhymes and movements *To experience patterned objects and images *To initiate and continue repeated actions *To explore patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement. 	<ul style="list-style-type: none"> * To develop their understanding around the water / animals. * To recognise and name a range of animals that live in the ocean * To match pictures to symbols *To recognise some animal noises *To learn about the sea habitat * To complete experiments using simple equipment and resources * To begin to show an understanding that animals need food and water *To explore water-based play *To explore carrying and moving water *To tolerate being wet when 'caught' in the rain *To fill and empty containers. 	<ul style="list-style-type: none"> * To develop their understanding around the concept of healthy lifestyles. *To communicate likes and dislikes with food. *To explore the concept of healthy foods through sensory experiences. *To match pictures of various food products *To make healthy snacks *To identify healthy options (food / activities) *To accepts teeth being brushed/will brush teeth. *To accept routines which support our physical health e.g. bed time, washing hands, baths etc *To join in with strategies to support our physical and mental well-being - including relaxation strategies *To join in with physical movement activities *To accept help from an adult e.g. to look at/clean an injury. *To begin to communicate being unwell, hurt or in pain to a familiar adult.



					
<p>*To follow a simple recipe to make a snack (Fish scales cupcake)</p> <p>*To follow visual and verbal instructions.</p> <p>*To request ingredients and equipment using single symbol exchange/preferred method of communication.</p> <p>* To explore new food items (taste and smell)</p> <p>* To prepare for a cooking activity, tolerating:</p> <ul style="list-style-type: none"> -washing hands -drying hands -wearing apron -roll sleeves up <p>*To transition to the food tech room and sit down</p> <p>* To begin to help cleaning a table/surface with the adult's support</p> <p>* To follow up to 2-3 instructions (with signs and symbols)</p> <p>*To recognise and find some simple kitchen equipment. (knife, microwave etc)</p> <p>*With support, to add the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips.</p> <p>*To pour food items into a range of containers.</p> <p>*To tolerate waiting for an item to cook/cool/set etc.</p> <p>*To show some understanding/awareness that an item may change its appearance when cooking</p> <p>*With support, to begin to engage in home corner role-play activities.</p>	<p>*To follow one step instructions</p> <p>*To use a knife and fork to eat with more independence</p> <p>*To recognise own coat</p> <p>*To develop some independence when putting coat/shoes on/ socks on</p> <p>*To develop dressing and undressing skills when going to the toilet following a visual sequence</p> <p>*To transition to different rooms within the school environment.</p> <p>*To walk in a line around school</p> <p>*To walk without pulling away when holding an adult's hand.</p> <p>*To walk independently without running away</p> <p>*To find their way to a familiar room after being shown the visual</p> <p>*To keep seatbelt on while on the bus</p> <p>*To stay seated on the bus.</p> <p>*To build tolerance for being on the bus for longer periods of time.</p> <p>*To walk onto and exit the bus appropriately.</p> <p>*To explores and plays with money in role play situations (baskets, trolleys, different sized bags etc, till food boxes, containers, jars etc)</p> <p>During our PSHE session</p> <p>*To walk in the supermarket appropriately</p> <p>* To follows a visual timetable (red/green board) by pointing to the symbols or moving the symbols</p> <p>*To show awareness that they have to pay for the required item</p> <p>*To travel to the till and hand over money with the adult's support</p> <p>*To wait for receipt and change with the adult's support</p>	<p>*To develop pincer grip</p> <p>*To develop hand-eye coordination</p> <p>*To show more tolerance of physical intervention and stimuli</p> <p>*To pick up small objects using a pincer grip - fine motor activities including following instructions to roll, squeeze and splat playdough during Dough Disco</p> <p>*To participate in gross motor activities while in movement areas of the school, including outdoors in the Discovery Park.</p>	<p>Children will take part in a PE session. Children to:</p> <p>*To begin to climb, crawl, walk and balance on equipment with support to improve gross motor skills.</p> <p>*To follow one step instructions from a new adult.</p> <p>*To explore new environment/ surroundings/equipment</p> <p>*To share PE equipment</p> <p>*To be more confident in their movements</p> <p>*To explore colour, pattern and movement.</p> <p>*Movements begin to be more co-ordinated</p>	<p>*To explore media using a range of resources e.g. paint, collage, sticking etc.</p> <p>*To be aware that they have made marks.</p> <p>*To use a palmer or tripod grip when holding writing implements</p> <p>*To show preference towards specific textures /materials using their preferred way of communication</p> <p>*To use hands to explore objects</p>	<p>*To recognise environmental sounds</p> <p>*To tolerate and engage a range of songs.</p> <p>*To make fleeting eye contact with the speaker and/or make fleeting eye contact with object making sound.</p> <p>*To follow body percussion sequences in the correct order.</p> <p>*To explore with a range of musical instruments</p> <p>*To communicate if they like or dislike a song or piece of music using their preferred method of communication</p> <p>*To keep a steady beat alongside others or to a piece of music or rhythm</p>