


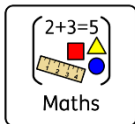











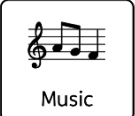
Summer 2 Medium Term Plan

Class: Ruby

Topic: Let's Go Outside

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<ul style="list-style-type: none"> Continue to follow the Little Wandle scheme of learning (phase 2 letter sounds) Be exposed to new phonemes – All: /t/, /p/, /i/, /n/ Most: /k/, /ck/, /e/, /u/ Some: /e/, /u/, /r/, /h/, /b/, /f/, /l/, /ll/ Make noises with our voices and copy the phonemes an adult says Join in with familiar nursery rhymes that are played daily and to engage with props related to the rhyme Some children: begin to show some recognition of segmenting and blending 	<ul style="list-style-type: none"> Engage in daily guided reading sessions focussing on holding a book, turning the pages and reading for pleasure Find an object when it is mentioned in the book Match a picture to a picture Listen to stories relating to our topic 	<p><u>Speaking</u> <u>Most Children</u></p> <ul style="list-style-type: none"> Experiments with voice sounds e.g. pitch, volume etc Uses body language, pointing or gesture to gain attention of others. <p><u>Some children</u></p> <ul style="list-style-type: none"> Vocalisations contain vowels and consonants. Uses sounds alongside some real words. <p><u>Auditory Discrimination</u> <u>Most Children</u></p> <ul style="list-style-type: none"> Follow body percussion sequences in the correct order. Explore with a range of musical instruments <p><u>Some children</u></p> <ul style="list-style-type: none"> Repeat two phonemes, numbers, words or syllables in order. Remember two environmental sounds in order <p><u>Transcription</u> <u>Most Children</u></p> <ul style="list-style-type: none"> Use a range of materials to begin to explore making marks <p><u>Some children</u></p> <ul style="list-style-type: none"> Begin to make prewriting marks with a range of materials Begin to explore the shapes in the letters that form my name 	<p><u>Daily Counting</u> <u>Most children</u></p> <ul style="list-style-type: none"> Begins to joins in number rhymes and songs. Anticipate the ending or key elements of rhymes, songs and number games. Count forwards in 1s, from 0 to 10 <p><u>Some Children</u></p> <ul style="list-style-type: none"> Begins to join in number games. Count out up to 3 objects from rhymes <p><u>Measure</u> <u>Most children</u></p> <ul style="list-style-type: none"> Shows interest in significant changes in size or weight Explores large and small items Shows some awareness of categorising by size/weight Show enjoyment of filling and emptying <p><u>Some children</u></p> <ul style="list-style-type: none"> Shows enjoyment of filling and emptying Begins to explore categorising items by size and weight Explores fitting things into holes – jigsaws etc Explores fitting themselves through small gaps Begins to show understanding of language relating to size, weight and capacity. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> Appear curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people Recognise a range of animals Recognise some animal noises Begins to show an understanding that animals need food and water Plant seeds and care for growing plants. Observes things growing Explores a range of plants/trees/flowers 	<p><u>The World I Live In</u></p> <ul style="list-style-type: none"> Explore stimuli which shows visible differences between people Respond to stimuli linked to familiar jobs e.g. hair dresser/café/supermarket role play etc. Respond appropriately to classroom/school rules. Accept consequences when rules are not followed Explore sensory stimuli which links to festivals and celebrations Explore money in a play setting



					
<ul style="list-style-type: none"> Preparing for a cooking activity, tolerating: <ul style="list-style-type: none"> -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up With support, beginning to engage in home corner role-play activities. Recognises and finds some simple kitchen equipment. Communicates the need for help Uses mixing and chopping skills previously developed Explores food from a range of countries and cultures using sensory activities, exploring colour, smell etc. Safely operates a toaster, waits for it to toast/cool and spreads topping of choice 	<p><u>Travel</u></p> <p><u>Most children</u></p> <ul style="list-style-type: none"> Can find their way to a familiar room Responds to instructions of stop/go <p><u>Some children</u></p> <ul style="list-style-type: none"> Walks independently outside of school Stops and looks for traffic Crosses the road with support <p><u>Shopping/Money</u></p> <p><u>Most children</u></p> <ul style="list-style-type: none"> Explores and plays with money in role play situations Explores baskets, trolleys, different sized bags etc till, food boxes, containers jars etc Explores role-play within classroom environment Shows an awareness that items in shops need to be bought/paid for. Accepts being told 'no' within a shop setting. Can hand over money at the till with adult support. <p><u>Some children</u></p> <ul style="list-style-type: none"> Plays 'shops' in role-play area *Chooses an item to buy Shops to a shopping list (symbols) Can check off items bought against the shopping list Carries own shopping in a bag, back to school. Uses a trolley/basket with care 	<ul style="list-style-type: none"> Picks up objects in palmer grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them. Enjoys the sensory experience of making marks in food, damp sand, water, mud, paint etc. Manipulates objects using hands singly and together, such as squeezing water out of a sponge. When holding crayons, chalks etc, makes connections between their movement and the marks they make. 	<ul style="list-style-type: none"> Climbs inside, underneath, into corners and between objects. Walks upstairs with both feet on a single step at a time. Shows interest, dances and sings to music rhymes and songs, imitating movements of others. Stands from sitting and squats with steadiness to rest of play with an object on the ground, and rises to feet without using hands. 	<ul style="list-style-type: none"> Develop fine motor skills Explore a range of media Explore what happens when colours are mixed Children will use a range of tools while painting, such as hands, brushes of different sizes, rollers and stamps. Some children to begin to control their movements when mark making 	<p><u>Most children</u></p> <ul style="list-style-type: none"> Communicate if I like or dislike a song or piece of music. Explore with a range of musical instruments <p><u>Some Children</u></p> <ul style="list-style-type: none"> Keep a steady beat alongside others or to a piece of music or rhythm. React to music with a strong and steady beat. Enjoy dancing, marching and using musical instruments alongside music and rhythms.