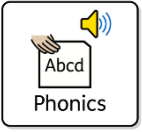


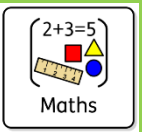







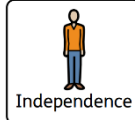



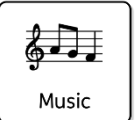
## Summer 1 Medium Term Plan

**Class: Rainbow 2**

**Topic: Real Life Superheroes (people who help us)**

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<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.</p> <p>We listen to the rhyme and explore the different sounds that relate to the rhyme.</p> <p>Week 1: The Wheels on the Bus Week 2: Down at the Station Week 3: Mary, Mary Quite Contrary Week 4: Pat-a-cake <b>SEND Foundation for phonics:</b></p> <p><u>What's in the box?</u></p> <p>The sound changes every week to expose children to new sounds. We are focusing on children learning /s/ /a/ /t/ /p/ /i/ /n/.</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>✓ Experiment with voice sounds</li> <li>✓ Vocalisations are more consistent</li> <li>✓ Vocalisations are beginning to sound word like</li> </ul> <p><u>Phonological Awareness</u></p> <ul style="list-style-type: none"> <li>✓ Responds to early interaction rhymes</li> <li>✓ Indicate wanting 'more' during interaction rhymes</li> <li>✓ Enjoys rhyming stories, songs and rhymes</li> </ul>	<p><b>Whole Class Story Time</b> <u>Real Life Superheroes</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. Story will be linked to the theme of the week.</p> <p><b>Sensory Story</b> Children are invited to explore their senses through a weekly sensory story related to the topic on the week.</p> <p><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. Each child is taken to the calm room on a 1:1 bases to listen to and if willing to take part in the sensory massage. These are as follows: Week 1: The Wheels on the Bus Week 2: Down at the Station Week 3: Mary, Mary Quite Contrary Week 4: Pat-a-cake</p> <p><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 'Real Life Superhero's'. Weekly visits to the school library. Children will be invited to take a book home weekly to share with family, these will be changed dependent on when the original book returns to school.</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) and different movements.</p> <p><b>Mat Man</b> Used to develop children's awareness of their own bodies.</p> <p><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.</p> <p><b>Tapping Sticks:</b> An activity that supports children's development of hand-eye coordination, listening skills, rhythm, beat and directionality.</p> <p><b>Dough Disco:</b> This half term we will be following along to the video "This is the way!" by Early Years Emily which can be found on YouTube.</p> <p><b>Writing:</b> 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 Scribbles spontaneously when given paper and mark-making materials Holds a pencil with sufficient grip and pressure to make marks on paper</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.</p> <p><u>Daily Counting</u></p> <ul style="list-style-type: none"> <li>✓ Take part in finger rhymes/songs with numbers</li> <li>✓ Begins to anticipate the ending or key elements of rhymes, songs and number games</li> <li>✓ Numbers to 10 Count forwards in 1s, from 0 to 10</li> <li>✓ Count backwards in 1s, from 10, to 0</li> <li>✓ Count forwards in 1s, from a different starting number, within 10</li> <li>✓ Count backwards in 1s, from a different starting number, within 10</li> <li>✓ <b>Shape</b> Our focus this half term in maths is exploring shape.</li> <li>✓ Explore differently sized and shaped objects</li> <li>✓ Beginning to put objects inside others and take them out again</li> <li>✓ Explore the characteristics of objects</li> <li>✓ Recognises big things and small things in meaningful contexts</li> <li>✓ Stacks objects using flat surfaces</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>✓ Is curious about people and shows interest in stories about themselves and their family.</li> <li>✓ Enjoys pictures and stories about their families and other people</li> <li>✓ Has a sense of own immediate family and relations</li> <li>✓ Beginning to show an interest in peers</li> </ul> <p>At the start of the half term, we will plant seeds and watch as they grow throughout the four weeks!</p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>✓ Plant seeds and care for growing plants</li> <li>✓ Observes things growing</li> <li>✓ Explores a arrange of plants/trees/flowers</li> </ul> <p><b>Sensology</b> Children will take part in sensology sessions each week where they will explore their 5 senses.</p> <ul style="list-style-type: none"> <li>✓ Communicates foods they like/dislike</li> <li>✓ Explore new food – touch, smell</li> <li>✓ To know what good is</li> </ul>	<p>PSHE is taught throughout our curriculum and day to day situations including in our provision.</p> <p><b>Changing and Growing</b> <u>Baby to Adult</u></p> <ul style="list-style-type: none"> <li>✓ Understand the concept of a baby</li> <li>✓ Begin to engage in role play activities with a baby e.g. bathing, rocking, singing etc (with adult support)</li> </ul> <p><u>Dealing with Touch</u></p> <ul style="list-style-type: none"> <li>✓ Begin to understand the concept of kind hands</li> <li>✓ Respond to adult modelling/visual stimuli for how to show responses if we are unhappy/uncomfor table with the way someone is touching us</li> </ul> <p><u>Different Types of Relationships</u></p> <ul style="list-style-type: none"> <li>✓ Respond to stimuli about some of the different kinds of families we might see.</li> <li>✓ Communicates like or dislikes when around different people</li> </ul>



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p><u>Chopping</u> This half term we will focus on using a blunt knife to chop soft fruits such as bananas, strawberries, etc. Children will follow visual prompts to aid with their learning.</p> <ul style="list-style-type: none"> <li>✓ Recognise and name a knife</li> <li>✓ Knows how to hold a blunt knife safely</li> <li>✓ Uses a blunt knife to chop soft fruits</li> <li>✓ Holds fruit with non-chopping hand</li> </ul>	<p>This half term we will be working on different aspects of independence following the independence curriculum.</p> <p><u>Travel</u></p> <ul style="list-style-type: none"> <li>✓ To walk in a line around the school</li> <li>✓ To find their way to a familiar room</li> <li>✓ Responds to instructions of stop/go</li> </ul> <p><u>Travelling by bus</u></p> <ul style="list-style-type: none"> <li>✓ Stays seated on the bus</li> <li>✓ Walks onto the bus appropriately</li> <li>✓ Exits the bus appropriately</li> </ul> <p><u>Dressing and Undressing</u></p> <ul style="list-style-type: none"> <li>✓ Points to main features on face/body when asked</li> <li>✓ Explores dressing up</li> <li>✓ Reacts when their hands/feet are touched with different textures</li> <li>✓ Tolerates wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream</li> <li>✓ Identifies own belongings</li> </ul> <p><u>Eating and Drinking</u></p> <ul style="list-style-type: none"> <li>✓ Drinks from a variety of cups/bottles</li> </ul> <p><u>Hygiene</u></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><u>Weekly PE Session</u> Children will take part in weekly PE session led by the Foundation of Light. 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><u>Access to outdoor area</u> Children have daily access to outdoor areas including balancing beams and small balls in the classrooms outdoor space.</p> <p><u>Birth to 5 Matters – Range 4</u></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><u>Weekly PE Session</u> Children will take part in weekly PE session led by the Foundation of Light. 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><u>Weekly Music lessons</u> <b>Following Unit 4 -</b> This half term will focus on tern taking body identification using this scheme.</p> <ul style="list-style-type: none"> <li>✓ To work coactively</li> <li>✓ To select on instrument at a time</li> <li>✓ To turn take</li> </ul> <p><u>Daily sing and sign</u></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>



**Columbia Grange**  
School