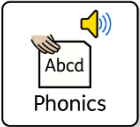


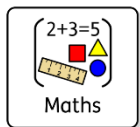








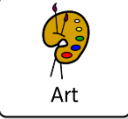
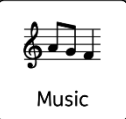
Summer 2 Medium Term Plan

Class: Forest

Topic: Where we live

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>*To continue participate in the Little Wandle Phonics scheme, learning new sounds as appropriate and consolidating sounds previously taught.</p> <p>*To match pictures to the correct sound e.g. recognising the /oo, /oo/ sound is in look/book and be able to recall phase 3, set 1 from prior terms.</p> <p>*To recognise specific sounds such as /n/ and be able to recall “/satpi/ from prior terms.</p> <p>*To be able to recognise and blend CVCC words.</p> <p>*To be able to clap one, two or three syllable words.</p>	<p>*To continue to have a daily guided reading session.</p> <p>*To respond to questions about familiar events or experiences using vocalisations, gestures, signs or symbols.</p> <p>*To predict how a story might end.</p> <p>*Answers questions (who, what, where) about a story verbally or using signs/symbols/gestures</p> <p>*Knows when a page is missed out from a familiar story.</p>	<p>*To enjoy drawing freely</p> <p>*To sometimes give meaning to the marks I draw/paint etc.</p> <p>*To continue to develop phonic knowledge to write.</p> <p>*Forms most letters correctly</p> <p>*To begin to form some letter correctly on lines.</p> <p>*To be able to write some words are spelt correctly and others are phonetically plausible.</p>	<p>Number/subitising</p> <p>*To be able to show 5 objects</p> <p>*To be able to count backwards in 1s, from 10, to 0</p> <p>*To be able to count backwards in 1s, from 20, to 0</p> <p>*To be able to Subitise 0 to 5 and Represent 0 to 5</p> <p>*To understand and use 1 more and 1 less</p> <p>*To be able to ‘add more’ to an amount</p> <p>*To be able to recognise and identify ‘how many did I add’</p>	<p><i>The World/People and Communities</i></p> <p>*Shows an awareness that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>*Beginning to recognise differences in people.</p> <p>*Describe what they see, hear and feel whilst outside.</p>	<p>Stranger Danger</p> <p>*Identify risks and hazards and know how to stay safe.</p> <p>*Identify when someone might need first aid.</p> <p>*Understand the concept of an emergency and know who to contact in an emergency.</p> <p>*Understand what is/what is not appropriate to do in public; giving reasons for this.</p> <p>*Have some understanding of the concept of ‘stranger danger’.</p>



 Food Technology	 Independence	 Physical Development	 PE	 Art	 Music
<ul style="list-style-type: none">*Independently cleans a table top surface ahead of cooking activity.*Knows how to safely handle a range of kitchen utensils and equipment.*Shows an understanding of how to get maximum number of biscuits etc from a piece of dough e.g. cutting from the edge.*Uses a range of cutters independently.	<ul style="list-style-type: none">*Is able to eat appropriate portions of food.*Is able to take small sips of water/drink to help with swallowing.*To communicate when they have difficulty while eating.	<ul style="list-style-type: none">* To continue take part in daily dough disco sessions to strengthen finger muscles.* To continue to take part in daily dancing disco sessions to*To develop gross motor skills in the Hedgehog Hideaway, Adventure Playground and Discovery Park.*To continue to show an interest in dancing and singing to music, rhymes and songs	<ul style="list-style-type: none">*To be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ul style="list-style-type: none">*Creates representations of both imaginary and real-life ideas, events, people and objects*To use tools for a purpose* To use everyday materials to explore, understand and represent their world – ideas, interests and fascinations.	<ul style="list-style-type: none">*To follow Makaton actions to a song and begin to sing the lyrics*To create a rhythmic sound and movement.*To be able to tap out simple repeated rhythms*To explore and learn how sounds and movements can be changed