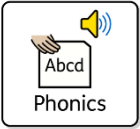


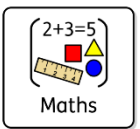







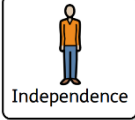


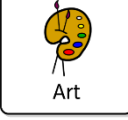

Summer 2 Medium Term Plan

Class: Sage / 7

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 identify and discriminate between sounds in our environment.</p> <p>*To engage in Little Wandle - Rhyme Time during our phonics sessions.</p> <p>To continue to develop an understanding of Phase 2, set one and two sounds. (s/a/t/p/i/n/m/d/g/o/c and k/ck/e/u)</p> <p>*Some children will be working on Phase 2 set five, six and seven. (j / v/ w/ x/ y/ z / zz/ qu/ th / ch / sh / ng / nk)</p> <p>*To review sounds learned.</p> <p>*To use our knowledge of sounds to begin to blend some words.</p> <p>*Some children will be developing a recognition of Phase 2 tricky words.</p>	<p>*To continue to take part in daily guided reading sessions.</p> <p>*Some children are beginning to blend words within their guided reading session.</p> <p>*To develop our comprehension skills, using the pictures inside the book to help us answer questions.</p> <p>*To look at different focus books throughout the half term relating to our topic of Homes and Where We Live.</p> <p>*To develop our attention skills to listen to stories as part of a group and begin to join in with repeated parts of the story.</p>	<p>*To mark make on paper when given a range of materials.</p> <p>*To hold a pencil with sufficient grip to make marks on paper – some children will begin to develop a tripod grasp.</p> <p>*To draw lines or shapes on a large scale.</p> <p>*To make simple drawings to represent an idea.</p> <p>*To colour a picture within the lines.</p> <p>*Some children will write CVC words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Some children will write some learnt tricky words.</p>	<p>*To explore patterns involving two repeating objects/shapes/colours.</p> <p>*To copy and create simple patterns using objects of interest.</p> <p>*Some children will talk through the process of their AB patterns.</p> <p>*To recognise a mistake in an AB pattern.</p> <p>*To sort objects into types and groups.</p> <p>*To spot patterns within the environment.</p> <p>*To continue to engage with daily counting lessons, exploring numbers up to 20.</p> <p>*Some children will begin to develop an awareness of odd and even numbers.</p>	<p>*To meet and greet people in an appropriate way</p> <p>*To begin to understand the differences and similarities we have that connect us to or distinguish us from others.</p> <p>*To show an interest in the lives of people who are familiar to them</p> <p>*To show an interest in different occupations and ways of life</p> <p>*To recognise some differences in people.</p>	<p>*To identify some healthy foods and some foods that should be treats.</p> <p>*To recognise foods we like/do not like to eat.</p> <p>*To recognise and communicate when we are feeling unwell, hurt or in pain.</p> <p>*To understand the concept of people who help us and begin to recognise that different services help different groups of people e.g. doctors/dentist/vet etc</p> <p>*To engage in role play activities linked to people who help us.</p>



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p>*To uses cookie cutters independently - both in play (e.g. playdough) and using real food.</p> <p>*Picks up cut out shapes and places them onto a tray.</p> <p>*To fill a jug with water, knowing when to stop.</p> <p>*To pour water from a jug into smaller cups.</p> <p>*To pour cereal into a bowl, putting excess cereal back into box if needed.</p> <p>*To begin to independently wash our hands when they are noticeably dirty.</p> <p>*To recognise that some foods that are stored in fridge/freezer.</p> <p>*To clean a surface with support</p>	<p>*To place our own coat on a hook</p> <p>*To names common items of clothing</p> <p>*To recognise that shoes go on specific feet – developing our independence in putting on our own socks and shoes.</p> <p>*To identify clothing that can be worn on hot/cold days</p> <p>*To select a clothing type according to weather when asked to put on clothing for warm/cold day.</p> <p>*To choose dress up clothes to wear, having clear likes/dislikes.</p> <p>*To explore a range of dressing up clothes to match a role (within role-play area)</p>	<p>*To develop a tripod grip on a pencil through fine motor activities such as dough disco, threading and pinching activities.</p> <p>*To engage in a range of gross motor play activities such as climbing, jumping, running and riding trikes.</p> <p>*To partake in daily tapping sticks and dough disco routines to develop fine motor skills required for writing.</p>	<p>*To engage in weekly PE sessions with June in the hall.</p> <p>*To develop skills in basic movements including running, jumping, throwing and catching.</p> <p>*To develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>*To develop spatial awareness – taking note of other children and the equipment present within the hall.</p>	<p>*To explore colour and how colours can be changed when mixing them together.</p> <p>*To use a range of materials in art such as paint dabbers, brushes, rollers, crayons, pencils – to create pieces of art work.</p> <p>* To create pieces of art to represent where we live and the landmarks that are present in our local area.</p> <p>*To create pieces of art that represent our home.</p>	<p>*To continue to develop our abilities in singing along to familiar nursery rhymes.</p> <p>*To use Makaton alongside familiar songs and nursery rhymes.</p> <p>*To follow Charanga during our music sessions</p> <p>*To explore hand held, tuned instruments.</p> <p>*To take turns using the instruments</p>