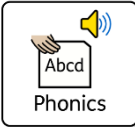


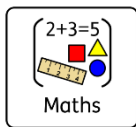







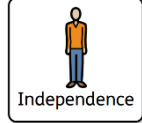
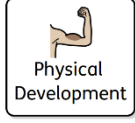

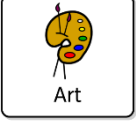

Summer 2 Medium Term Plan

Class: Rainbow 1

Topic: Deep Sea Divers

 Phonics	 Reading	 Writing/Mark Making	 Maths	 Science	 PSHE
<p>*To engage with a Nursery rhyme each week; engaging with props and copying actions.</p> <p>*To explore a different sound each week: /n/, /m/, /d/, /g/, /o/, /c/, /k/, /ck/.</p> <p>*To anticipate an action by moving body in response.</p> <p>*To develop turn taking skills.</p> <p>*To recognise taught letter sounds.</p> <p>*To identify and match sounds taught.</p> <p>*To recognise some initial sounds.</p> <p>*To respond to early interaction rhymes.</p> <p>*To indicate wanting 'more' during interaction rhymes.</p> <p>*To enjoy rhyming stories, songs and rhymes.</p> <p>*To reacts to music with a strong and steady beat.</p> <p>*To begin to re-enact simple stories or real-life situations through role play</p>	<p>Sensory Story</p> <p>*To explore a range of sensory props</p> <p>*To react to sudden and loud sounds during the sensory story</p> <p>*To recognise the object shown in a photograph.</p> <p>*To match two of the same objects.</p> <p>*To request resources using their preferred method of communication e.g. symbol exchange</p> <p>*To follow and recognise symbols linked to daily routines.</p> <p>*To demonstrate reading like behaviour</p> <p>*To turn pages in a book independently</p> <p>*To handle books independently.</p> <p>*To point to characters /objects from the pictures when asked</p> <p>*To indicate to an adult that they want them to read a specific book.</p> <p>*To choose books to look at independently.</p> <p>*To show an interest in illustrations and print in the environment</p> <p>Key Texts</p> <p>* Busy Beach</p> <p>*Hooray for fish</p> <p>*Commotion in the ocean</p> <p>*Rosie's walk</p> <p>*Squid lifts the lid</p> <p>*All are welcome</p>	<p>*To join in with writing activities by making marks on paper or other surfaces.</p> <p>*To recognise mark-making materials</p> <p>*To tolerate tools in their hand to mark-make</p> <p>*To make marks with a range of media</p> <p>*To scribble spontaneously when given paper and mark-making materials.</p> <p>*To choose to mark-make and enjoy drawing freely</p> <p>*To explore a range of mark making resources</p> <p>*To use their pincer grip when matching / handling objects</p> <p>*To use a palmer or tripod grip when holding writing implements</p> <p>*To recognize familiar objects</p> <p>*To begin to copy simple lines and shape patterns.</p> <p>*To observe the results of their actions when completing mark-making activities</p> <p>*To investigate own hands.</p> <p>*To accept an object being placed into hands</p> <p>*To transfer an object from one hand to another.</p> <p>*To attempt to copy finger movements and other gestures linked to rhyme, songs and stories.</p> <p>*To begin to join in with actions linked to a familiar rhyme, songs and stories.</p> <p>* To make controlled marks which have repetitive elements</p>	<p>Time:</p> <p>*To know and enjoy daily routines, such as snack time, dinner tie, play time and nappy time etc.</p> <p>*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.</p> <p>*To remember learned responses over increasing periods of time and may anticipate known events</p> <p>*To begin to understand that things might happen now or at another time, in routines</p> <p>Patterns:</p> <p>*To show interest in patterned songs, rhymes and movements</p> <p>*To experience patterned objects and images</p> <p>*To initiate and continue repeated actions</p> <p>*To explore patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement.</p> <p>Counting:</p> <p>*Take part in counting songs from 1-5</p> <p>*Begin to recognise numbers 1-5</p> <p>*Begin to put numbers in order</p> <p>*To initiate and continue repeated actions</p> <p>Measure</p> <p>*To demonstrate putting items inside others of similar shape</p> <p>*To respond to size, reacting to very big or very small items that they see or try to pick up</p> <p>*Will hold objects to experience differences in weight.</p> <p>*To enjoy filling and emptying containers.</p> <p>*To begin to communicate the want for 'more' with adult support.</p> <p>*To exchange symbols for actions</p> <p>*To put shapes and blocks into position</p> <p>*To select shapes for a reason</p> <p>*To show an interest in size and weight</p> <p>*To explore capacity by selecting, filling and emptying containers e.g. fitting toys in a pram</p> <p>*To explore differences in size, length, weight and capacity</p>	<p>* To develop their understanding around the water / animals.</p> <p>* To recognise and name a range of animals that live in the ocean</p> <p>* To match pictures to symbols</p> <p>*To recognise some animal noises</p> <p>*To learn about the sea habitat</p> <p>* To complete experiments using simple equipment and resources</p> <p>* To begin to show an understanding that animals need food and water</p> <p>*To explore water-based play</p> <p>*To explore carrying and moving water</p> <p>*To tolerate being wet when 'caught' in the rain</p> <p>*To fill and empty containers.</p>	<p>* To develop their understanding around the concept of healthy lifestyles.</p> <p>*To communicate likes and dislikes with food.</p> <p>*To explore the concept of healthy foods through sensory experiences.</p> <p>*To match pictures of various food products</p> <p>*To make healthy snacks</p> <p>*To identify healthy options (food / activities)</p> <p>*To accepts teeth being brushed/will brush teeth.</p> <p>*To accept routines which support our physical health e.g. bed time, washing hands, baths etc</p> <p>*To join in with strategies to support physical and mental well-being - including relaxation strategies</p> <p>*To join in with physical movement activities</p> <p>*To accept help from an adult e.g. to look at/clean an injury.</p> <p>*To begin to communicate being unwell, hurt or in pain to a familiar adult.</p>



					
<p>*To follow a simple recipe to make a snack (fruit salad)</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 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>*To pour food items into a range of containers.</p> <p>*To tolerate waiting for an item to cook/cool/set etc.</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 follow a visual timetable</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>