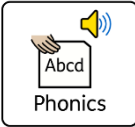


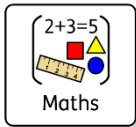





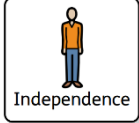


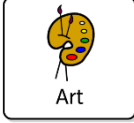
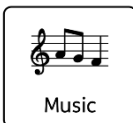
## Summer 2 Medium Term Plan

**Class: Pink**

**Topic: Out and About**

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p><b>Foundation to Phonics</b> To continue to follow the Little Wandle scheme of learning (Phase 2 letter sounds) Daily Rhyme Time twice a day *To begin to recognise Rhyming words *To engage with familiar songs, rhymes and stories – predicting missing words/phrases where appropriate <b>All</b> *To learn one sound per week *To continue to recognise previously taught sounds <b>Some:</b> *To begin to orally blend *To gain exposition to 'tricky words' <b>Auditory Discrimination</b> *To follow body percussion sequences in the correct order. *To explore with a range of musical instruments</p> <p><b>Phonological Awareness: Rhythm and Syllable</b> *To communicate if I like or dislike a song or piece of music.</p>	<p><b>All</b> *To engage in shared reading activities. *To begin to understand single words *To be exposed to a wide range of vocabulary *To develop listening and comprehension skills. *To request favourite book to read *To develop understanding of simple concepts *To understand the use of objects <b>Some:</b> To understand who, what, where questions Begin to use oral blending to read simple words</p>	<p><b>All</b> <b>Speech sounds and expressive language</b> *To experiments with voice sounds e.g. pitch, volume etc *To use body language, pointing or gesture to gain attention of others. *To looks for responses and reactions to actions or communication. *To make vocalisations that are more consistent e.g., different sounds are used to convey different meanings. <b>Writing transcription</b> *To begin to explore a range of media *To recognise mark-making materials *To tolerate tools in their hand to mark-make *To make marks on paper and on other surfaces *To make marks with a range of media *To scribble spontaneously when given paper and mark-making materials. *To enjoy drawing freely *To engage in daily fine motor activities <b>Some:</b> *To ascribe meanings to the marks I see in different places *To use writing in play *Makes marks to represent their name *Begins to use anti-clockwise movements and can retrace vertical lines</p>	<p><b>Number/place value</b> <b>Daily counting</b> *To take part in finger rhymes/songs with numbers. *To begin to anticipate the ending or key elements of rhymes, songs and number games. *To use numbers to 10 Count forwards in 1s, from 0 to 10 *To count backwards in 1s, from 10, to 0 *To count forwards in 1s, from a different starting number, within 10 *To count backwards in 1s, from a different starting number, within 10 <b>Some - Spatial awareness</b> *To remove a cloth to find a hidden object or look towards the floor for an object which has been dropped. *To Participate in activities that encourage associations e.g. hears a drumbeat and then looks to beater or drum and takes beater to beat drum. *To participate in hiding and finding games and is aware when items are placed out of sight.</p> <p><b>Some - Measure</b> *To select shapes for a reason. *To begin to explore and describe natural shapes and objects *To Investigate fitting themselves inside and moving through spaces To show an interest in size and weight *To explore capacity by selecting, filling and emptying containers e.g. fitting toys in a pram *To explore differences in size, length, weight and capacity</p>	<p><b>All:</b> *To explore and respond to different natural phenomena in their setting and on trips. *To use all senses to explore a range of items *To explore new textures *To explore collections of materials with similar and/or different properties *To explore how things work. *To understand the effect of changing seasons on the natural world around them. *To begin to show some body awareness *To begin to recognise common body parts. *To explore foods that are healthy/unhealthy.</p>	<p><b>Healthy lifestyles</b> <b>All</b> <b>Healthy eating</b> *To communicate likes and dislikes with food. *To explore the concept of healthy foods through sensory experiences. *To accept teeth being brushed/will brush teeth.</p> <p><b>Taking care of physical health</b> To join in with strategies to support our physical and mental well-being - including relaxation strategies *To join in with physical movement activities</p>



					
<p><b><u>ALL</u></b></p> <ul style="list-style-type: none"> <li>*To preparing for a cooking activity, tolerating: <ul style="list-style-type: none"> <li>-washing hands</li> <li>-drying hands</li> <li>-wearing apron</li> <li>-hair being tied back</li> <li>-roll sleeves up</li> </ul> </li> <li>*To begin to engage in home corner role-play activities.</li> <li>*To recognise and find some simple kitchen equipment.</li> <li>*To communicate the need for help</li> <li>*To use mixing and chopping skills previously developed</li> <li>*To explore food from a range of countries and cultures using sensory activities, exploring colour, smell etc.</li> <li>*To safely operate a toaster, waits for it to toast/cool and spreads topping of choice</li> </ul>	<p><b><u>Travelling as a pedestrian</u></b></p> <ul style="list-style-type: none"> <li>*To walk in a line around school</li> <li>*To walk without pulling away when holding an adult's hand.</li> <li>*To walk independently without running away</li> <li>*To walk with their group without running or walking ahead</li> <li>*To independently find their way to a familiar room</li> <li>*To respond to instructions of stop/go</li> </ul> <p>Some:</p> <ul style="list-style-type: none"> <li>*To walk as a group to a shop to buy items from a shopping list</li> <li>*To walk to a cafe to order and pay for food/snacks.</li> <li>*To walk to a bus stand and wait for a bus</li> <li>*To travel on a bus.</li> </ul> <p><b><u>Travelling by bus</u></b></p> <ul style="list-style-type: none"> <li>*To keeps seatbelt on while on the bus</li> <li>*To stay seated on the bus.</li> <li>*To build tolerance for being on the bus for longer periods of time.</li> <li>*To walk onto the bus appropriately.</li> <li>*To exit the bus appropriately.</li> </ul>	<p><b><u>All</u></b></p> <ul style="list-style-type: none"> <li>*To develop shoulder strength and aim</li> <li>*To crawl through hoops/tunnels</li> <li>*Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>*Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>*To move/pull heavy objects</li> <li>*To jump over an obstacle</li> <li>*To walk/balance along a straight line</li> <li>*To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>*To pick up objects in palmer grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them.</li> </ul>	<p><b><u>All</u></b></p> <ul style="list-style-type: none"> <li>* To crawl through, inside and underneath hoops/tunnels</li> <li>*To access equipment safely</li> <li>*To walk up steps/stairs with both feet on the single step at a time</li> <li>*To move/pull heavy objects</li> <li>*To climb using alternative feet</li> <li>*To control a ball and move it round the body.</li> <li>*To catch a ball</li> <li>*To show an interest in dances</li> </ul>	<p><b><u>All</u></b></p> <ul style="list-style-type: none"> <li>*Tolerate numerous textures</li> <li>*To explore different materials, using all their senses to investigate them.</li> <li>*To explore what happens when colours are mixed</li> <li>* To manipulate and play with different materials</li> <li>*To explore different materials freely, to develop their ideas about how to use them and what to make.</li> </ul>	<p><b><u>All</u></b></p> <ul style="list-style-type: none"> <li>*To communicate if they like or dislike a song or piece of music</li> <li>*To distinguish between loud and quiet noise.</li> <li>*To explore a range of musical instruments</li> </ul> <p><b><u>Some</u></b></p> <ul style="list-style-type: none"> <li>*To keep a steady beat alongside others</li> <li>*To react to music with a strong and steady beat.</li> <li>*To enjoy dancing, marching and using musical instruments alongside music and rhymes</li> </ul>