



## F2 Medium Term Plan Summer 1

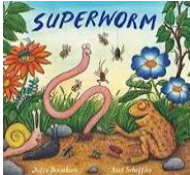
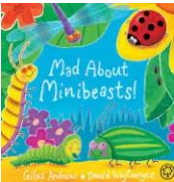
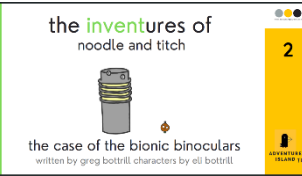


### Cycle A

### Where the Wild things are

#### School Drivers

- Communication skills
- Mental health & resilience
- The wider world

Area of learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Literacy</b> (see Lit MT plan for more details)  Daily handwriting following whole school progression		Drawing Club  Instructions to make wormy jelly		Drawing Club  Minibeast riddles		Drawing Club  How to make a sandwich instruction writing
Phonics	oi er	ure ear	air jvw x (recap)	z zz y qu	ch sh th ng	ai ee igh oa
<b>Numeracy</b> (see Num MT plan for more details)	All about 11  Addition within 10	All about 12  Subtraction within 10	All about 13  Doubling	All about 14  Halving	All about 15  Doubling & Halving	Time & Capacity
<b>CAL</b>	<b>Throughout the half term-</b> Children will- Learn & use new vocabulary in different contexts- through word of the week, listening to and engaging with high quality texts and through adult interactions. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Take part in paired, small group and whole class discussions. Have their CAL skills supported in the provision through high quality adult interactions.					

	Take part in the NELI if further support is required in this area.					
	Discuss our knowledge of minibeasts- explore using new vocabulary to describe them.	Discuss the minibeasts we find on our visit to the wildlife area.	Talk about people who are special to us during Jigsaw sessions.			
PSED/RSHE- Relationships BV- Individual liberty	<p><b>Throughout the half term-</b> Children will recognise similarities &amp; differences in each other. See themselves as a valuable individual.</p> <p>BV texts to be read throughout the half term-</p> <ul style="list-style-type: none"> <li>• <b>Dogs don't do ballet</b></li> <li>• <b>My Little Book of Big Freedoms</b></li> <li>• <b>Julian is a mermaid</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• <b>Text- A friend is someone who...</b></li> <li>• <b>WBW-Breathing</b></li> </ul>	<p><b>Text- Kindness is my superpower</b></p> <p><b>WBW- Outdoor</b></p>	<p><b>Text- Rainbow fish</b></p> <p><b>WBW- Yoga</b></p>	<p><b>Text- Ellie and Elvis by Vivian French and Michael Terry</b></p> <p><b>WBW- Music</b></p>	<p><b>Text- Be a friend by Salina Yoon</b></p> <p><b>WBW- Colouring/mark making</b></p>	<p><b>Text- The Smartest Giant in Town</b></p> <p><b>WBW- Sensory</b></p>
PD	<p><b>Throughout the half term children will-</b></p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery)- supported by funky fingers activities &amp; dough disco.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- supported by use of outdoor equipment/wake &amp; shake/yoga/dough disco</p> <p>Develop overall body-strength, balance, co-ordination, and agility- supported by use of outdoor equipment/wake &amp; shake/yoga.</p> <p>Take part in daily name writing to practise their pencil control and letter formation.</p>					
	<p>Negotiates space and obstacles safely, with consideration for themselves and others, demonstrates strength, balance, and coordination- <b>Balance Ability</b> (see separate MT plan)</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently including scissors- <b>Weekly scissor activity focusing on targeted children.</b></p>					
UTW	<p><b>Throughout the half term children will-</b></p> <p>Look at the calendar each day, observing the weather and discussing the features of the season.</p> <p>Have the opportunity to free flow throughout each day providing them the opportunity to learn and play in the outdoor environment.</p> <p>Be supported by high quality adult interactions to encourage them to look at and observe closely their environment using all of their senses.</p> <p><b>Observe our caterpillars as they grow and change-</b> Explores the natural world around them, making observations and drawing pictures of animals and plants</p> <p><b>Science investigation- Creating mini beast habitats-</b> Explores the natural world around them, making observations.</p> <p><b>Making wormy jelly-</b> changes of state/capacity</p> <p><b>Cooking-</b> minibeast shaped sandwiches for a picnic</p> <p><b>Stories based in other countries-</b> Explains some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories (Old Mikamba had a farm, There's a Tiger in my Garden)</p>					

	<p><b>Mini beast hunt</b> Explores the natural world around them, making observations and drawing pictures of animals and plants <b>Finding out about minibeasts using nonfiction texts and the internet-</b> Increases knowledge of the world using non-fiction texts and technology.</p>	<p><b>Mini beast hunt</b> Explores the natural world around them, making observations and drawing pictures of animals and plants <b>Finding out about minibeasts using nonfiction texts and the internet-</b> Increases knowledge of the world using non-fiction texts and technology.</p>	<p><b>Visit from Minibeasts</b> Explores the natural world around them, making observations and drawing pictures of animals</p>	<p><b>Observing our baby caterpillars. Look at a range of non-fiction texts about caterpillars.</b> Explores the natural world around them, making observations and drawing pictures of animals and plants Increases knowledge of the world using non-fiction texts and technology.</p>	<p><b>Butterfly life cycle-observing the caterpillars as they change. Create a butterfly life cycle.</b> Explores the natural world around them, making observations and drawing pictures of animals and plants Increases knowledge of the world using non-fiction texts and technology.</p>	<p><b>Butterfly life cycle-drawings/artwork</b> Explores the natural world around them, making observations and drawing pictures of animals and plants. Increases knowledge of the world using non-fiction texts and technology.</p>
	Sharing holiday news on Tapestry	Sharing holiday news on Tapestry	<b>Belonging RE</b> Introduce new topic and discussion around 'belonging'	<b>Belonging RE</b> How do we belong?	<b>Belonging RE</b> Belonging to Christianity	<b>Belonging RE</b> Belonging to Judaism
EAD	<p><b>Throughout the half term children will-</b> Have access to a range of media, materials and tools in the continuous provision. Be set a weekly creative Rainbow Challenge which will be linked to the needs of the children. Practise and sing a range of songs and rhymes in accordance with our 'songs and rhymes' progression. Follow the Charanga music scheme. Have access to and indoor domestic role play area and an outdoor themed role play area- Minibeast Land</p>					
	<p><b><u>Collage Skills: tearing</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Artist- Henri Rousseau</p>	<p><b><u>Collage Skills: scrunching</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b><u>Collage Skills: twisting</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b><u>Collage Skills: recap skills</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b><u>Collage Skills: Collage mini beast</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p><b><u>Collage Skills: Free collage in provision</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
Computing	<p><b><u>iPad- exploring apps</u></b> Uses ICT hardware to interact with age-appropriate computer software</p>	<p><b><u>iPad- exploring apps</u></b> Uses ICT hardware to interact with age-appropriate computer software</p>	<p><b><u>iPad- exploring apps</u></b> Uses ICT hardware to interact with age-appropriate computer software</p>	<p><b><u>iPad- exploring apps</u></b> Uses ICT hardware to interact with age-appropriate computer software</p>	<p><b><u>iPad- editing a selfie</u></b> Uses ICT hardware to interact with age-appropriate computer software • Can create content such as drawing a picture on screen</p>	<p><b><u>iPad-editing a selfie</u></b> Uses ICT hardware to interact with age-appropriate computer software • Can create content such as drawing a picture on screen</p>

Floor books - UTW- Minibeasts/life cycles  
- PSED- being a good friend