

This is an example of our Medium Term Plan, this is subject to change.

We base our curriculum on the Development Matters Framework and follow children's interests as well as following key events the school calendar. This will enable us to revisit skills and knowledge to ensure the children have time to consolidate and embed their learning as well as encounter key learning experiences.

Term	Summer 2 Term						
Week	Week 1 Wk. 1 st June	Week 2 Wk. 8 th June	Week 3 Wk. 15 th June	Week 4 Wk. 22 nd June	Week 5 Wk. 29 th June	Week 6 Wk. 6 th July	Week 7 Wk. 13 th July
School values	Confidence						
Learning habits	Goal Orientated						
Real Life Experience	Mystery Reader Whole school assembly	Mystery Reader Whole school assembly	Mystery Reader Whole school assembly	Mystery Reader Whole school assembly Sports Coach- 22 nd	Mystery Reader Whole School assembly Pond Dipping Using 'red gate' for morning drop-off and pick up.	Mystery Reader Whole School assembly Using 'red gate' for morning drop-off and pick up.	Whole School assembly Transition sessions in Y1- 13 th & 14 th
Events/Celebrations	Birthdays	Birthdays Wear Yellow Day 12 th June	Birthdays	Birthdays	Birthdays	Birthdays	Birthdays Elm Party in the Park 15 th
Key Texts	The Snail and the Whale, Jack and the Jellybean Stalk, You Choose (transition to Y1 text), The Creation Story (RE)						
Communication and Language	<p><u>Independence (listening, attention and understanding)</u> In preparation for Year 1, discuss feelings about this/ concerns: The children will; - Listen attentively and respond with questions to what they hear during whole class discussions. - Ask questions and answer with appropriate answers demonstrating understanding - Children's Democracy: children will have their pupil voice on their reports, ask and write questions to Year 1, reflect on favourite parts of Elm class for Class Party.</p> <p><u>Early Learning Goal</u> <i>Listening, Attention and Understanding: listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to, and during whole class discussions and small group interactions; make comments about what they have heard and ask questions to clarify their understanding; hold</i></p>						

	<p><i>conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p> <p><i>Speaking: participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>						
<p>PSED</p>	<p><u>Managing Self- My Wellbeing: Preparing for Transition to Year 1</u></p> <p>The children will:</p> <ul style="list-style-type: none"> - Set and work toward simple goals (links to Learning Habit) - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Work and play cooperatively and take turns with others. - Show sensitivity to their own and other’s needs - Daily Leader responsibilities: caring for the plants, herbs and flowers growing in the outdoor area. - Transition: visiting Year 1 classroom and spending time in the classroom, drop off from red gate, collection from playground, lining up in register order. - Children’s Democracy: daily book voting and justifying decisions, promoting oracy. <p><u>Early Learning Goal</u></p> <p><i>Self-Regulation: show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</i></p> <p><i>Managing Self: be confident to try new activities and show independence, resilience, and perseverance in the face of challenge; explain the reasons for rules, know right from wrong, and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</i></p> <p><i>Building Relationships: work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others’ needs.</i></p>						
<p>Phonics Little Wandle</p>	<p>Little Wandle planning – Phase 4</p> <p>Review phase 2 and 3 digraphs and graphemes identified as assessment gaps.</p>	<p>Little Wandle planning – Phase 4</p> <p>Review phase 2 and 3 digraphs and graphemes identified as assessment gaps.</p>	<p>Little Wandle planning – Phase 4</p> <p>Review phase 2 and 3 digraphs and graphemes identified as assessment gaps.</p>	<p>Little Wandle planning – Phase 4</p> <p>Review phase 2 and 3 digraphs and graphemes identified as assessment gaps.</p>	<p>Little Wandle planning – Phase 4</p> <p>Review phase 2 and 3 digraphs and graphemes identified as assessment gaps.</p>	<p>Consolidation</p>	<p>Consolidation</p>

	<p>Phase 4 CVCC and CCVC words with long vowel sounds</p> <p><u>Tricky words</u> Revisit all phase 3 and 4 tricky words. <u>Read the phrase</u> She has burnt the toast. The dog will growl if the cat runs by. Quick, let's get the train! I mix the paint with my spoon.</p> <p><u>Write the phrase</u> I like toast with jam.</p> <p><u>Spelling</u> toast spark Be Growl Bright There train sport What green spoon When brown start</p>	<p>Phase 4 CVCC and CCVC words with long vowel sounds</p> <p><u>Tricky words</u> Revisit all phase 3 and 4 tricky words.</p> <p><u>Read the phrase</u> The frogs croak and sing in the night. I can see a crack on my screen. The cat is stuck up the tree. Three foxes ran out into the street.</p> <p><u>Write the phrase</u> The star lights up the dark.</p> <p><u>Spelling</u> crown Sleep pure Street screen sure stair Clear Little three spoil here right sweet</p>	<p>Phase 4 CVCC and CCVC words with long vowel sounds</p> <p><u>Tricky words</u> Revisit all phase 3 and 4 tricky words.</p> <p><u>Read the phrase</u> She floats as she jumps into the pool. The crowd groans as the train gets stuck on the track. She scrunches up her dress in the rain. The balloon floats up to the stars.</p> <p><u>Write the phrase</u> The frogs hop in the pond.</p> <p><u>Spelling</u> paints floats says crowds Spears like Splashes Dresses love Perfect frighten some balloon</p>	<p>Phase 4 CVCC and CCVC words with long vowel sounds</p> <p><u>Tricky words</u> Revisit all phase 3 and 4 tricky words.</p> <p><u>Read the phrase</u> love to see the children squelching the paint. We scooped up the mud and then we splashed. I like toasted buns with butter and jam. The fighting children stormed out of the room.</p> <p><u>Write the phrase</u> I am painting the moon.</p> <p><u>Spelling</u> Sleeping, painting come Splashed, croaked said Floated, painted have Cleared, groaned you Sparked, started</p>	<p>Phase 4 CVCC and CCVC words with long vowel sounds</p> <p><u>Tricky words</u> Revisit all phase 3 and 4 tricky words.</p> <p><u>Read the phrase</u> "That painting is brighter," boasted the painter. My cat is the sweetest, plumpest cat! The cat appears and frightens the dog. "I can growl and screech like an owl," boasts the goat.</p> <p><u>Write the phrase</u> You are the brightest star.</p> <p><u>Spelling</u> Brighter, sweeter are Smartest, clearest, today Appear, three, they Street, free, out Spoons, crown</p>		
--	---	---	---	--	---	--	--

	Questions/thoughts/ ideas stemming from fire engine visit	Teddy Bears picnic invitations (Maths)		Pond dipping- observations Map drawing/labelling (Maths)	Writing questions to year 1	Labels about artists studied You Choose- transition text	Good luck cards to friends/Y6 who are leaving Thank you cards to staff
Maths White Rose	<u>Sharing and grouping</u> <ul style="list-style-type: none"> - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles 		<u>Visualise, build and map</u> <ul style="list-style-type: none"> - Identify units of repeating patterns - Create own patterns rules - Explore own patterns rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions - Give instructions to build - Explore mapping (Geography links) - Represent maps with models - Create own maps from familiar places - Create own maps and plans from stories 		<u>Make Connections</u> Deepen understanding Patterns and relationships		Consolidation and Year 1 readiness including <ul style="list-style-type: none"> - Number formation practice - Number bonds to 10 - Counting to 20 with accuracy <ul style="list-style-type: none"> - Doubles to 10
Vocabulary	Share, group, order, fair/unfair, odd, even, doubles, equally, altogether,	Mapping, patterns, position, repeating, construct, represent, unit, rules, directions	Strategy, organised, groups, order, testing ideas				
<p><u>Early Learning Goal</u> <i>Number: have a deep understanding of number to 10, including the composition of each number; subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i></p> <p><i>Numerical Patterns: verbally count beyond 20, recognising the pattern of the counting system; compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts, and how quantities can be distributed equally.</i></p>							
PE Get set 4 PE	<u>Ball Skills (unit 2) and Games (unit 2)</u> To roll, track, throw, dribble, catch with hands and dribble and kick with feet.						

	<p>Working with a partner to catch a ball. Develop fundamentals through a variety of games. Learn how to work as a team, take turns, keep score, play against an opponent and play by the rules. The children will also:</p> <ul style="list-style-type: none"> - Hold a pencil effectively, begin to show accuracy and care when drawing and use a range of small tools. - Manage their own personal hygiene and personal needs. <p><u>Early Learning Goal</u> <i>Gross Motor Skills: negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance, and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><i>Fine Motor Skills: hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools; including scissors, paintbrushes and cutlery, and begin to show accuracy and care when drawing.</i></p>
Vocabulary	Perserverance, honesty, catch, Strike, change direction, balance, aim, gallop, hit, hop, jump, lose, partner run safely score stop tag target team win
Science	<p><u>Observations about plants, why things occur and explore changes.(continued from summer 1)</u> Children will</p> <ul style="list-style-type: none"> - Where is the best place for a plant to grow? (investigation) - Label parts of a plant - Plant summer flowers and herbs - Care for flowers and herbs (watering Daily Leader responsibility) <p>Parent visitor for pond dipping- children will explore what they can find in pond water and will work scientifically to understand how to use a key to identify what they have found. They will be modelled how to record this information in a table.</p>
Vocabulary	pond, key, table, plant, stem, petal, root, season, summer
Music Charanga / SCC	<p><u>Music concert preparation</u> Children will learn songs in preparation for music concert including songs in different languages, with Makaton and familiar nursery rhymes. Children will make instruments using junk modelling to play, demonstrating understanding of beat and rhythm.</p>
Vocabulary	Beat, pulse, timbre, loud, quiet, fast, slow, percussion
Art & DT	<p><u>DT: Textiles</u></p> <ul style="list-style-type: none"> - Cut and join with simple techniques to make musical instruments for music concert - Scissor skills- key skill consolidation for Year 1 <p><u>Art</u></p> <ul style="list-style-type: none"> - Drawing self-portraits for reports - Exploring Artists for Arts Week (Francophone) - Experiences from Artists in Residence including origami and weaving (fine-motor development)

Vocabulary	Cut, join, design, sound, decorated
Computing Project Evolve Purple Mash	<p><u>Using Purple Mash with Individual logins</u></p> <ul style="list-style-type: none"> - Logging in to Chromebook and Purple Mash in preparation for Y1 - iPad skills <p><u>Cross curricular links:</u> Maths- maps Science- visualisers during Pond Dipping</p>
Online safety questions	<p><u>Health, wellbeing, lifestyle</u></p> <p>Can explain why rules can help people stay safe when using technology Give examples of simple rules to use with technology</p>
RE Emmanuel Scheme	<p><u>What is really important to do?</u></p> <p>Gardening activities. Using magnifying glasses and wondering about the world. Whose job is it to look after things? Children become ‘caretakers’ of the school. How can we care for such a big and wonderful world?</p>
Vocabulary	Celebrate, responsible, caretaker, special
PSHE	<p>Managing self- My Wellbeing in preparation for transition to Year 1</p> <p>Children are:</p> <ul style="list-style-type: none"> - Children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves. - We discuss how we are feeling for Year 1, what we are excited about and what we are nervous for. - We will experience walking in through the main school gate and being collected from the playground. - As a Daily Leader, children will take on responsibility for caring for the plants, flowers and herbs growing in the outdoor area.
	<p><u>Understanding the World Early Learning Goal</u></p> <p><i>Past and Present:</i> talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been learned in class; understand the past through settings, characters, and events encountered in books read in class and storytelling.</p> <p><i>People, Culture and Communities:</i> describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p><i>The Natural World:</i> explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>Expressive Art and Design Early Learning Goal</u></p>

Creating with Materials: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive: children at the expected level of development will: invent, adapt, and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.

Assessments			Keep- ups		GLD- statutory	Phonics assessments Keep-ups	RE end of unit
-------------	--	--	-----------	--	----------------	---------------------------------	----------------