



MEDIUM TERM PLANS

Summer Term 2

Themes and Contexts: Festival Fun. Changing me.

See Long Term Plans for Knowledge

What would we like the children to be demonstrating?

Personal, Social and Emotional Development.

- I can name parts of my body and show respect for myself.
- I can tell you some things I can do and some food I can eat to be healthy.
- I understand that we all start as babies and grow into children and then adults.
- I know that I grow and change.
- I can talk about how I feel about moving to Reception.
- I can remember some fun things about nursery.

Communication Language

- I know many rhymes, be able to talk about familiar books, and be able to tell a longer story.
- I can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- I can start a conversation with an adult or a friend and continue it for many turns.
- I use talk to organise, sequence and clarify my thoughts and ideas.
- I generate five words for a simple semantic link e.g., things to eat.

Physical Development

- I continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- I draw a person on request with head, legs and body.
- I complete simple jigsaws that contain 6 to 10 pieces.
- I button and unbutton, zip and unzip.
- I write one or two letters independently, including ones from my name.
- I cut on a line continuously.
- I copy triangles, squares and other geometric shapes using a tripod grip.
- I can play follow my leader in a small group.

Literacy

- I engage in extended conversations about stories, including brief descriptions of plots and characters.

I re-enact favourite stories using puppets and small world figures.
I have a repertoire of known rhymes.
I complete a phrase with my own rhyming word.
I discriminate between similar letters.
I lift less obvious meaning from pictures e.g. "Where do you think he is going?" or "What do you think they are making?"
I recognise and write all of, or some of my name.
I demonstrate a hand preference.
Phonics focus - Oral blending and segmenting
Continue- environmental sounds/body percussion/instrumental sounds/rhythm and rhyme/alliteration/voice sounds
I have a developing awareness of oral blending and segmenting of sounds in words.
I listen to phonemes within words and I am beginning to remember them in the order in which they occur.
I talk about the different phonemes that make up words.

Mathematics

I link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.
I talk about, combine and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
I can compare the area of 2D shapes.
I predict changes in amounts in stories and rhymes, counting forwards and backwards.
I correct an error in an ABAB pattern.
I use terms day and night in relation to stories.
I can talk about things that have happened and things are going to happen.
I use a few of my own symbols and marks to represent mathematical experiences.
I develop fast recognition of up to 6 objects, without having to count them individually ('subitising').
I show 'finger numbers' up to 10.

Understanding of the World.

I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

I can join in with a celebration of summer and talk about keeping safe in the sun.
 I can describe what a shadow is and how my shadow changes.
 I can describe and enact the role of an RNLI lifeguard.
 I answer questions in simple adult-led experiments.
 I can narrate the way an animal is growing e.g. a caterpillar.
 I care for living things in our nursery garden.

Expressive Arts and Design.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
 Draw with increasing complexity and detail, such as representing a face with a circle and including details.
 Develop their own ideas and then decide which materials to use to express them.

What words or phrases do we want the children to have experience of or use by the end of this half term?

PSED	CLD	PD	L	M	UW	EAD

Visitors, visits and special experiences and family involvement

Books and poetry

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Vulnerable children

Continuous and enhanced provision.

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