

FS2 Medium Term Plan

Summer Term 2 – Under the Sea 7 weeks

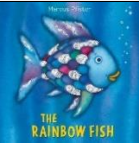
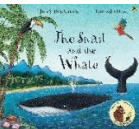
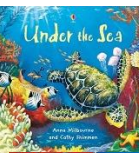
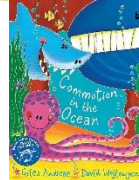
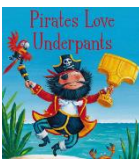
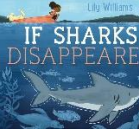
Key Dates/Events:

*Sports Day



16th June – Father's Day Week 2

3rd July - Pirate wow day EYFS

New Starters set up: home/ setting visits, stay & play session & parent meeting

Focus Texts	Communication and Language	Personal, Social and Emotional Development	Physical Development Gross Motor	Physical Development Fine Motor	Reading	Maths
     	<p>Talk about how we can look after our planet.</p> <p>How do we care for others and the creatures in our world?</p> <p>What is pollution?</p> <p>How can we help stop pollution?</p> <p>Confidently share some of our favourite memories of being F2.</p> <p>Discuss and verbally order the focus text.</p> <p>Listen attentively to discussions, make comments and ask questions.</p> <p>Hold a conversation with their teacher and peers.</p>	<p>Discuss the memories we have made in F2.</p> <p>Talk about the friends we have made in F2. What makes them a good friend?</p> <p>Talk about how to change the way we feel, i.e. when we are sad, what would make you happy?</p> <p>Why do we get angry?</p> <p>How do we calm down and self-regulate?</p> <p>Talk about and draw our favourite memory from F2.</p> <p>Discuss moving up to year 1; how will that make you feel?</p> <p>What are you looking forward to going in to year 1?</p> <p>Give focussed attention even when engaged in an activity.</p>	<p>Athletic - Sports day practice & Sports Day</p> <p>* Outdoor provision</p>	<p>Hold a pencil effectively.</p> <p>Handle small tools effectively; pencils; scissors, cutlery, tweezers.</p> <p>Create a rainbow fish – effective collage technique, layering materials.</p> <p>Show accuracy and care when drawing animals that live under the sea.</p> <p>* Writing opportunities (Literacy, phonics, provision)</p> <p>Handwriting intervention</p>	<p>To complete the Little Wandle phonics scheme.</p> <p>To know all single sounds and 10 diagraphs.</p> <p>Read and explore non-fiction texts about animals that live under the sea to find facts.</p> <p>Demonstrate an understanding if what has been read to them.</p> <p>Read aloud under the sea facts and share these with your peers.</p> <p>Anticipate key events in stories.</p> <p>Talk about their reading for pleasure books.</p> <p>Guided Reading</p> <p>*Phoneme keyring</p> <p>*Reading book</p> <p>*Reading for pleasure book</p>	<p>To have a deep understanding of numbers to 10, including the composition of each number.</p> <p>To 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</p> <p>To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

						<p>Wk1 – Number bonds to 5 part whole model</p> <p>Wk2 – Number bonds to 10 part whole model</p> <p>Wk3 – Building numbers beyond 10</p> <p>Wk4 – patterns beyond 10</p> <p>Wk5 – Time</p> <p>Wk6 – Recap any misconceptions</p> <p>Wk7 - Consolidation</p> <p>*White Rose Maths</p>
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Writing	Understanding the World Past and Present	Understanding the World People, Culture and Communities	Understanding the World The Natural World	Expressive Arts and Design Creating with materials	Expressive Arts and Design Being Imaginative and Expressive
<p>Write recognisable letters, which are formed correctly.</p> <p>Spell words by identifying the sounds and representing them.</p> <p>Write sentences that can be read by others.</p> <p>Begin to spell some common exception words – weekly CE word spelling test.</p> <p>Wk 1 Rainbow Fish – JC scheme</p> <p>Wk 2 The Snail and the whale - JC scheme</p> <p>Wk 3 - Under the Sea – JC scheme</p> <p>Wk 4 – Commotion in the ocean – JC scheme</p> <p>Wk 5 – Pirates Love Underpants – JC Scheme</p> <p>Wk 6 – If Sharks disappeared – JC scheme</p> <p><u>All writing to link to JC units of work</u></p>	<p>Thinking of past experiences where we have visited the coast/ seaside. Bring in photos from home.</p> <p>Talk about what they can do now compared to when they started F2. How have they changed? Grown?</p>	<p>Having an understanding of the foods we eat - fish where does it? What is the role of a fisherman?</p> <p>Having a sense of community, coming together as a whole year group/school.</p> <p>RE – What is special about our world?</p> <p>To talk about things they find interesting, puzzling or wonderful but also about their own experiences and feelings about the world.</p> <p>To retell stories, talking about what they say about the world, God, human beings</p> <p>To think about the wonders of the natural world, expressing ideas and feelings</p> <p>To express ideas about how to look after animals and plants.</p> <p>To talk about what people do to mess up the world and what they do to look after it.</p>	<p>Forest Friday</p> <p>Bug hunt</p> <p>Fire safety</p> <p>Knife safety</p> <p>observing and discussing the changes from spring to summer.</p> <p>Beaches - explore key features linked to senses... feel sand, taste salty water, hear seagulls/waves, see shells, smell fish and chips</p> <p>Recognise that places can be different to where they live when discussing any journeys they have been on.</p> <p>Talk about how we can look after our oceans – recycling.</p> <p>What is pollution?</p> <p>How can we help stop pollution?</p>	<p>Using our cutting skills to make scale shapes and a layering technique to create the rainbow fish.</p> <p>Design a pair of underpants for a pirate.</p> <p>To recyclable products to create a jellyfish. (UTW link to recycling/ keeping oceans clean)</p> <p><u>Adult-Led Activities:</u></p> <p>Wk1&2 – rainbow fish collage</p> <p>Wk3&4 – recyclable jellyfish</p> <p>Wk5,6,7 – Fish sewing</p>  	<p>Role play: Seaside café - dressing up and acting out different roles – waitress, customer.</p> <p>Small World – seaside play tray</p> <p>Story Shelves linked to familiar focus texts.</p> <p>Build a repertoire of songs – ‘oh I do like to be beside the seaside’ ‘1,2,3,4,5 once I caught a fish alive’</p> <p>Music – Charanga Unit – Big Bear Funk</p> <p>To find a funky pulse.</p> <p>To copy-clap 3 or 4 word phrases from the song.</p> <p>To keep the beat of the song with a pitched note.</p> <p>To add pitched notes to the rhythm of the words or phrases in the song.</p>