

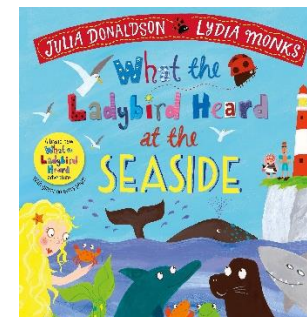
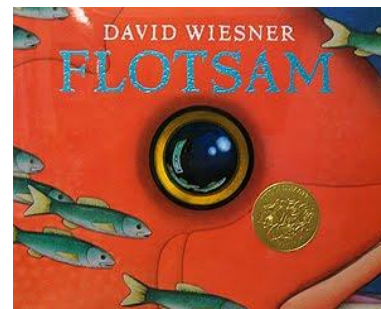
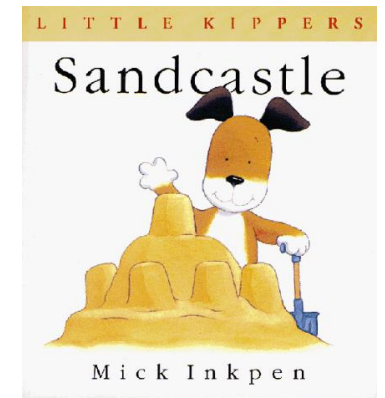
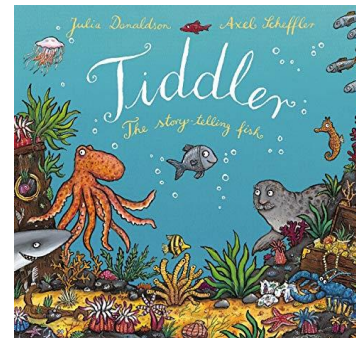
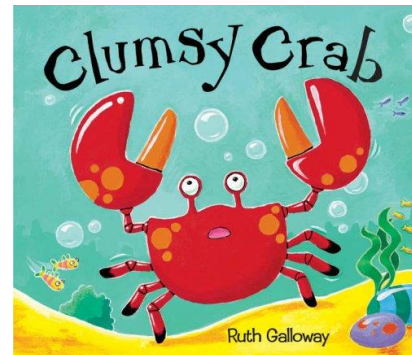
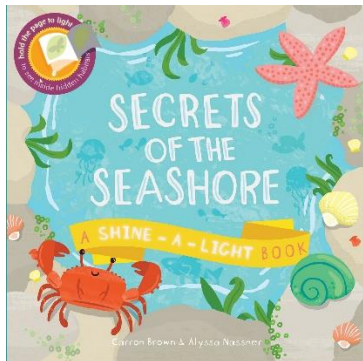


EYFS MEDIUM TERM PLANNING – SUMMER 2

THEME: THE SEASIDE

First hand experience:	Sea life centre, seaside
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Key vocabulary:	Sea, sand, bucket, spade, crab, fish, seswed
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COMMUNICATION AND LANGUAGE DEVELOPMENT	
<p>Learning intention: Communication and language:</p> <ul style="list-style-type: none"> Pupils will understand and communicate, through their preferred communication style, about things beyond their current situation including past events and use future tense. <p>Listening and attention:</p> <ul style="list-style-type: none"> Pupils Understand two-key words instructions and questions to develop and further their understanding and listening skills in a variety of contexts. 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> Role-play opportunities: shops, hairdressers, mud kitchen, home corner, pizza kitchen etc. pupils to have open-ended play opportunities, and retell to an adult what they did and then plan what they would like to do next time Co-operative Play: develop speaking and listening skills, children share ideas and work together by telling each other what to do PEC's folders. Vocabulary should now include words that extend learning Short, daily bursts of structured teaching groups (language and communication groups, Makaton etc). Outdoor play areas: opportunities for children to initiate games with other children, opportunities to negotiate and reason over potential conflicts Cooking: planning and following recipes and two-step instructions Outdoor play areas: Large scale construction activities: crates, cardboard boxes, large blocks, tyres, carpet rolls, cable reels to be able to understand and respond to positional language in instructions through play Colourful semantics
<p>Reading:</p> <ul style="list-style-type: none"> Pupils know we read from left to right and top to bottom. Pupils can link sounds to letters, and are beginning to name letters in the alphabet 	<ul style="list-style-type: none"> Book Corner: every class to have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests Laminated 'Photobooks' in each class's book corner, with photos of each child in that class. Encourages children to discuss images and text in a recognisable context. Communication Books/Hi-Tech: language can be used as a tool to support reading and learning new vocabulary RWI Phonics/ sensory phonics (short daily session) 1:1 reading time Colourful Semantics- Differentiated, with new sentence components introduced quickly to promote progress. Cooking: reading and following recipes Role play: play focused activities around reading, children reading to each other, reading menus etc. School library: Read short stories from start to finish

Writing:

- Pupils can hold a writing tools between their thumb and two fingers to develop their control.
 - Pupils can make recognisable letter shapes and know that they convey meaning.
- Writedance sessions: children practise developing gross and fine motor skills to develop control when using writing tools to purposefully make different writing patterns and shapes
 - Mark-making area: provide a variety of writing equipment, visuals with writing patterns for children to draw and write.
 - Role-play: include writing opportunities where children can practise drawing, making lists, writing letters etc.
 - Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control
 - Writing for meaning e.g. making menus, placemats, tickets, writing messages for other classes or reception, writing and posting letters to friends, family or other staff, printing off computer work and writing.
 - ICT: individual sessions on computer or iPad to practise typing skills

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
<p>Learning intention: Self-care and Independence:</p> <ul style="list-style-type: none"> • Pupils are able to complete more complex self-care tasks, such as fastenings on clothing and chopping harder foods. • Pupils understand and follow appropriate hygiene routines around hand washing and food preparation. 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Backward chaining for more complex tasks; (cutting an apple, peeling an orange, tying shoelaces) • Symbol sequencing boards for tasks with multiple steps (handwashing, toileting, following a simple recipe). • Role-play: opportunities for children to develop fine motor skills necessary for self-help tasks (dressing dolls with more complex fastenings, shop, hospital, beauty salon). • Snack and dinner time: children to prepare snack by peeling and chopping fruits, preparing drinks, and laying table. Children to be encouraged to discuss healthy food choices. • Cooking: following simple recipes with visual support, showing good hygiene throughout the cooking process by washing hands, chopping a range of hard foods using adapted knives.
<p>Relationships and others:</p> <ul style="list-style-type: none"> • Pupils are able turn-take and compromise in their play. • Pupils are able to discuss what they like about themselves, and other people. 	<ul style="list-style-type: none"> • Parallel play opportunities throughout the day (role-play, cooperative games, team games). • A range of open-ended play opportunities available throughout the day to encourage self-led play and autonomy (deconstructed role-play, sand and water play etc). • Outdoor play areas: opportunities for children to initiate and lead team games with other peers (chase, hide and seek), opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes). • Role-play: opportunities for children to initiate play with others (shop, hospital, beauty salon). • Sabotaged environments in which children are encouraged to ask for help • PE: opportunities for sports to encourage turn-taking and teamwork
<p>Feelings, behaviours and morals:</p> <ul style="list-style-type: none"> • Pupils are able to manage their behaviour more consistently • Pupils begin to respond positively to an adult request to adapt their behaviour to changes in their routine/circumstance 	<ul style="list-style-type: none"> • Outdoor play areas: opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes). • Library/book corner: social stories involving characters with different emotions, for children to label and discuss. • Daily opportunities to carry out simple jobs, such as recycling, delivering messages to other classes, charging iPad, watering plants. • Role-play opportunities to explore feelings, boundaries and right/wrong (adults to model fair and unfair behaviours and encourage discussion of these concepts through play)

MATHEMATICAL DEVELOPMENT	
<p>Learning intention:</p> <p>Number:</p> <ul style="list-style-type: none"> • Pupils will be able to count out objects from a larger group up to 6, in order to solve an everyday problem. • Pupils will be able to recognise small number of objects or estimate a larger number in order to make quick decisions or calculations. • Pupils will have an understanding of how to recite /sequence numbers in order 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Role-play opportunities; shops, hairdressers, post office etc. • Snack time; counting groups, estimating quantities, counting out from a larger group. • Musical instruments – counting bangs on the drum etc. • Counting out physical actions – claps, jumps etc. • Numicon • Playdough • TEACCH activities • Transitions; counting stairs, steps between rooms • Parties; sharing out cakes, sweets and crisps between peers. • number songs – joining in, counting objects • Cooking sessions: follow recipes, simple problem solving (sharing/doubling), • School library: Read stories and number rhymes related to time • Outdoor play areas; Treasure number hunts • Maths stories; – adapting stories for individual children’s targets to consolidate understanding of different mathematical concepts.
<p>Shape, space and measure:</p> <ul style="list-style-type: none"> • Pupils are able to name 2D and 3D shapes and recognise them in the environment. • Pupils will be able to measure by size, weight and volume, comparing these measures in order to solve simple everyday problems • With visual support, pupils will be able to describe and understand a range of 	<ul style="list-style-type: none"> • Role-play room: Baby clinic (weighing babies) / the shop or market (weighing fruit and veg) / the post office (weighing parcels) etc. • Transitions; shape hunt, using simple time language, give directions (up/down/stop/go) • Outdoor play area: Large scale construction activities: crates, cardboard boxes, large blocks, tyres, large wooden discs, carpet rolls, plastic plant pots, cable reels • Cooking sessions: follow recipes, measuring ingredients (weight/volume), positional language to follow instructions, timing how long until their food is ready. • School library: Read stories and rhymes related to time, • Outdoor play areas: Treasure hunts, but with directions to follow with visual clues. • Maths stories; – adapting stories for individual children’s targets to consolidate understanding of different mathematical concepts.

positional language, including relative position, in order to describe their environment or follow instructions.

UNDERSTANDING OF THE WORLD DEVELOPMENT	
<p>Learning intention: Scientific enquiry:</p> <ul style="list-style-type: none"> • Pupils will be able to carry out a simple science investigation to find something out, choosing and collecting appropriate tools • Pupils will begin to sort objects according to specific scientific attributes to help them in understanding scientific properties. 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Vocabulary boards or symbols to introduce new scientific vocabulary • Visual schedules to allow pupils to follow a set of instructions to complete the task. • Structured sequence board or other appropriate template to allow pupils to plan their actions more independently. • cooking sessions (choose recipe, write shopping list, plan instructions etc) to make predictions, practice using tools and discuss physical processes • A simple structure for pupils to say what they liked/didn't like or what they want to do differently. • Modelling simple science experiments for pupils to copy and plan themselves in play set ups – supported by visuals • Adult commenting rather than questioning to develop language. • Object hunts in school/ playground made of different objects to discuss and sort • Exciting play set ups that provoke children to explore forces and experiment with objects • A wider range of functional tools to explore during free-play, including scientific measuring tools eg stop watch, measuring jugs, thermometers, scales, tape measures,
<p>The World:</p> <ul style="list-style-type: none"> • Pupils will be able to move around their environment confidently, naming different places in their home, school and community. • Pupils will begin to show care and concern for living things • Pupils will begin to develop curiosity about where they live and the world around them. 	<ul style="list-style-type: none"> • Staff modelling scientific language using communication systems with pupil and others • Vocabulary boards with specific vocab to be out at related play set ups • Open ended play set ups that encourage children to investigate and problem solve. • A range of real-life objects to explore during free-play, including home corner role play such as cooking and household equipment • Parallel Play: children develop play skills by sharing resources and learning through mirroring actions • Pupils use personal timetables to help transitions and can move independently to a session if it is in another space. • Students doing jobs independently around school to practice transitioning to different places more independently. • Children encouraged to use communication aids to request items which are not present.
<p>People and communities:</p>	<ul style="list-style-type: none"> • Displays around the school to have photos of special school events (at eye level) to provoke commenting on themselves. • Children to use cameras to take photos and videos of special school events to later discuss.

<ul style="list-style-type: none"> • Pupils will begin to recognise past and present special events within their lives 	<ul style="list-style-type: none"> • Book corner to have cultured related stories • Have personalised books available for the children to promote discussion of special personal events. • Role play set ups to reflect different family cultures, traditions and different occupations e.g. doctors, hairdressers, shop • A range of objects to explore during free-play, including home corner role play where children can imitate customs and routines they have observed. • Cooking sessions to practice cooking dishes from different cultures and events • Adult commenting
<p>ICT: Pupils will be able to use ICT equipment to carry out simple tasks and show understanding that text and images can be printed out</p>	<ul style="list-style-type: none"> • Remote control cars and floor turtles used with grids or roads marked out on the floor • Access to a range of simple computer programs and games such as car racing, drawing packages and music exploration. • Real ICT equipment available for exploration – CD players, cameras, phones • Role play area using real world objects such as old laptops and telephones. • Use of cameras and photo editing programs • Opportunities for use of a variety of electrical equipment such as:, blender, cooker, sound recording apps or devices. • Access to music or art packages on the computer or ipad which involve a range of controls. Eg changing, colour, shape, size and orientation for a drawing package. Changing instrument, tempo and pattern in a musical game.

CREATIVE DEVELOPMENT	
<p>Learning intention: Creative performance:</p> <ul style="list-style-type: none"> Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and sequential planning skills. 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> Music area with a wide range of instruments which can be played in different ways Sequencing activities using visual supports Pattern making activities with physical objects and actions Modelling of simple sequences which can be adapted Movement and music sessions with specialist teaching staff Conductor activities – child directs the sounds made by the group (Loud, quiet, fast, slow, bang, shake etc) Follow the leader activities – led by the child
<p>Design technology:</p> <ul style="list-style-type: none"> Pupils will be able to choose appropriate tools to carry out their project and intentionally manipulate materials to achieve an effect 	<ul style="list-style-type: none"> Modelling of key language Plan, do, review structure at language level appropriate to the child Visual supports for planning and evaluating activities at the key word level appropriate to the child Staff modelling of tool use, with no physical prompting Construction area with–, junk modelling, cogs and gears etc Backward chaining of sequences of actions Visual schedules
<p>Media and materials:</p> <ul style="list-style-type: none"> Pupils will be able to make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects. 	<ul style="list-style-type: none"> Independent access to a wide range of art and craft materials, tools and equipment across the school day – clearly labelled and well organised Open-ended play opportunities, supported by flexible staff who follow the lead of the child Commenting rather than questioning

PHYSICAL DEVELOPMENT	
<p>Learning intention: Gross motor skills:</p>	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> Equipment available to practice balance and gymnastic activities eg balance bean, wobble boards, high horse Outdoor play area: bike track with bikes

<ul style="list-style-type: none"> • Pupils will use a range of gross motor skills and apply them to different contexts 	<ul style="list-style-type: none"> • Soft Play; climbing, chase games, hide and seek. • Discrete small group sessions for; simple games with rules, bike races, relay races.
<p>Fine motor skills:</p> <ul style="list-style-type: none"> • Pupils can use fine motor skills to complete all aspects of dressing and undressing with minimal support. • Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc) • Pupils can handle a range of tools with increasing independence. 	<ul style="list-style-type: none"> • Backwards chaining for dressing and undressing • Visual schedules to support sequencing in self-help tasks • Range of tools available such as playdough, clay, plasticine with staff modelling use of more complex tools • Mark making areas indoor and outdoor; range of mark making tools available. • Opportunities to include mark-making/writing, use of a range of tools in the role-play area. • • Cooking sessions; using knives to cut harder foods, using different tools (graters, ladles, tin openers etc) to prepare food items. • Range of fine motor activities available through the day; Shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, stacking rings, large interlocking blocks, crayons. • ICT; use of one click and standard mouse • Construction; connecting construction such as duplo, Lego or Sticklebricks