



## Medium Term Planning

### Summer 2

Activities are whole class/ teacher lead – this does not include continuous provision these are subject to change based on the children's interests

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Key Experiences</b>	Father's Day	Jungle Adventure – obstacle course	International Picnic Day  Sports day!	Move up days	Bridge Building Challenge	Class Trip National Sports Week	End of year keep sake – book mark/ weave
<b>Enquiry Questions</b>	Who hides when the sun is shining?	Who lives in the jungle?	What shall we eat at our picnic?	Has the seaside always looked the same?	How many different bridges can we build?	How do we stay fit and healthy?	Why is our school a Rainbow?
<b>Literacy</b>							
<b>Drawing Club</b>	Camel who had the hump	Giraffe's can't dance	Sharing a shell	Seaside Holidays: Then and Now	The three billy goats gruff	Our trip to Delamere	How to catch a rainbow
<b>Handwriting</b>							
<b>Little Wandle</b>	long vowel sounds CVCC CCVC	long vowel sounds CCVC CCCVC CCV CCVCC	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	Phase 4 words ending in: –s /s/, –s /z/, –es longer words	recap and assessment	recap
<b>Maths</b>	recap counting	recap comparison	recap number patterns	recap recall review	Recap understanding review	Teen numbers focus on 11,12,13,14,15	Teen numbers focus on 16,17,18,19,20
<b>Communication and Interaction</b>	I can engage in conversation with my friends and teachers	I can take part in whole class and group discussions	I can use conjunctions (with support and	I can make comments about what I have heard	I can ask questions to help me understand	I can express ideas and feelings	I can use full sentences using past, present and future tenses

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			modelling) to connect my ideas				
<b>Personal, Social and Emotional</b>	I can manage my own basic hygiene and personal needs e.g. toileting and dressing	I can wait for my requests and needs to be met	I can explain healthy food	I can set myself goals	I can explain and follow rules (in the classroom and around school)	I can show I know right from wrong by my behaviour	I can share things that I am proud of.
	engage	relationships 1	engage	Relationships 2	engage My happy world	engage	My happy world
<b>Knowledge and Understanding of the world</b>	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.	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.		Story and figures from the past – link to seaside Compare and contrast characters from stories, including figures from the past.	To talk about changes. Shadow puppets – who is coming over the bridge		
	I can talk about religion and culture within my country (UK)	I can talk about religion and culture within my country (UK)	I can talk about religion and culture within my country (UK)	I can talk about religion and culture within my country (UK)	I can talk about religion and culture within my country (UK)	I can talk about religion and culture within my country (UK)	I can talk about religion and culture within my country (UK)
<b>Expressive Arts</b>	I can invent my own stories.	I can explore techniques. Mixing colours	Safely use tools Share their creations, explaining the process they have used. Food for picnic.		I can explore materials and techniques. weaving paper	I can explore materials and techniques. folding paper	I can explore materials and techniques. end of year bookmark – weaving/ sewing!
<b>Physical Development</b>	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics

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Outdoor Learning	Forest school	Forest school	Sandpit play	na	building bridges outside	na	free choice
Curriculum Pledge	learn to skip	learn to skip	learn to skip	learn to skip	learn to skip	learn to skip	learn to skip



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