

Summer 1 - Medium Term Plan
FS2 – Under The Sea!

Prime Area Personal, social and emotional	Prime Area Communication and Language	Prime Area Physical Development
<p>Objectives:</p> <ul style="list-style-type: none"> To be able to play co-operatively, taking turns with others. To be able to take steps to resolve conflicts with other children, e.g. finding a compromise. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. To be able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. To be able to explain own knowledge and understanding, and to begin to ask appropriate questions of others. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To be able to answer 'how' and 'why' questions about their experiences and in response to stories or events. To have a two-channelled attention – can listen and do for short span. To listen and respond to ideas expressed by others in conversation or discussion. To use language to imagine and recreate roles and experiences in play situations. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To link statements and stick to a main theme or intention. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control. To be able to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. To experiment with different ways of moving. To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment. To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
<p>Activities:</p> <ul style="list-style-type: none"> ➤ Creating sea creature fact books and sharing them with the class. Listening and responding to questions. Working with partners to create their books. Discuss how to look after living things / fish / pets. ➤ Read / listen to The Rainbow fish: Discuss sharing / not sharing and how it makes you feel / others feel. Ask questions such as; Who do you know that it wise? Who can help us? How does it feel to share / give? Talk about charities and the importance of helping those less fortunate. Raise money for The Baby Tree Projects. ➤ Create riddles for friends to solve. Working in teams to build using large construction. ➤ Talk about and share their designs and discuss ambitions for the future. Rosie wants to be an engineer. What do you want to be? 	<p>Activities</p> <p>→ Julia Donaldson book focus.</p> <p>→ Anthony Browne book focus.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Cutting and sticking to create sea creature fact books. Constructing aquariums using junk modelling. Practice writing in shaving foam, corn flour. Making sea creatures out of play dough. ➤ Creating junk model boats using a range of tools. Dough disco and play dough in the café area. Creating their own Rainbow fish, cutting and sticking the scales using various materials. In PE sessions travelling and moving in response to 'under water' music. ➤ Creating sea creature puppets to use in the puppet theatre. Use split pins to manipulate the movement of the puppets. Creating junk model sea creatures. ➤ Children to self-select tools and materials to construct their machines / inventions.

Specific Area Literacy	Specific Area Numeracy	Specific Area Understanding of the World	Specific Area Expressive Art and Design
<p>Objectives:</p> <ul style="list-style-type: none"> To enjoy an increasing range of books. To read some common irregular words. To begin to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To begin to read words and simple sentences. To know that information can be retrieved from books and computers. To be able to use their phonic knowledge to write words in ways which match their spoken sounds. To be able to write labels and captions. To attempt to write short sentences. 	<p>Objectives:</p> <ul style="list-style-type: none"> To use familiar objects and common shapes to create and recreate patterns and build models. To explore characteristics of everyday objects and shapes and use mathematical language to describe them. To be able to estimate how many objects they can see and check by counting them. To use the language of 'more' and 'fewer' to compare two sets of objects. To be able to order and sequence familiar events. To use everyday language related to time. To be able to solve problems, including doubling, halving and sharing. To be able to use objects to add and subtract two single-digit numbers and begin to count on or back to find the answer. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to make observations of animals and plants and explain why some things occur, and talk about changes. To be able to look closely at similarities, differences, patterns and change. To be able to use ICT hardware to interact with age-appropriate computer software. To know that information can be retrieved from computers. To be able to select and use technology for particular purposes. To show care and concern for living things and the environment. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to create simple representations of events, people and objects. To play cooperatively as part of a group to develop and act out a narrative. To be able to construct with a purpose in mind, using a variety of resources. To understand that different media can be combined and manipulated to create new effects. To use simple tools and techniques competently and appropriately. To be able to select tools and techniques needed to shape, assemble and join materials they are using.
<p>Activities:</p> <ul style="list-style-type: none"> ➤ Week 1: Children to read fact books about sea creatures. Discuss the features of an information book and how they are useful. Research sea creatures using google and create their own fact books about the sea creatures they know. Look at fish life cycles. ➤ Week 2: Read the Rainbow Fish and describe the characters using adjectives. Focus on appearance and personality and how it changes during the story. ➤ Week 3: Change the main character and the object shared. Children to create story maps. ➤ Week 4: Children to write a recount of the school trip to the aquarium. ➤ Week 5: Read Commotion in the Ocean. Discuss rhyming and children to use adjectives to describe them. ➤ Week 6: Children to write riddles for friends to guess which animals they are describing. ➤ Week 7: Read Rosie Revere Engineer. Children to design and describe their own machines. 	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Week 1: Problem solving with a focus on capacity. Estimating and testing. ➤ Week 2: To act out word problems with a focus on sharing. Children to use strategies of using objects or drawing out to solve the problems. ➤ Week 3: Repeated patterns using fish scales. Children to create their own pattern problems for their partner to complete. ➤ Week 4: To use standard / non-standard units of measurement. To estimate & investigate how many 'Nadines' are the same length as a blue whale! ➤ Week 5: To carry out subtraction investigations using chosen strategies. ➤ Week 6: 2D / 3D shapes in our environment. Use shapes to represent buildings, plants, flowers etc. ➤ Week 7: To work in small groups using 3D shapes to design and construct their 'inventions as part of the Arts Week festival. 	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Create sea creature fact books and compare to animals in another environment. Use the internet to research facts. ➤ Discuss animals in another environment. Observe and record changes to the caterpillars / butterflies in the interactive display. Opening of the Mud Kitchen. Children to investigate the area and manipulate the soil using containers. ➤ Using I pads to film friends reading their riddles. Taking photos and writing observations of changes in the school environment. ➤ As part of the Arts Week topic, children to use materials to create their invention. What is the material made from? Children to use man made / natural resources and discuss reusing / recycling. 	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Creating sea creature fact books. Drawing or cutting out pictures of creatures and writing facts about them. Making fish aquariums using junk modelling and cellophane. ➤ Role play – under the sea. Making rainbow fish pictures using various materials such as foil, cellophane and glitter. Making boats using junk modelling and testing them in water. Using large construction to build a boat. Creating story maps based on the Rainbow Fish. ➤ Draw and sea creatures and label them with descriptions. Sing songs related to the sea. ➤ Children to design and create their inventions based on the story, Rosie Revere Engineer. Use a range of materials (man - made and natural)

