

Summer 2 - Medium Term Plan
FS2 – To infinity and beyond!

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 confident to try out new activities and can say why they prefer some. To be resourceful in finding support when they need help or information. To be confident to speak to a class group. To talk about the things they enjoy and are good at, and about the things they don't find easy. To adjust their behaviour to different situations, and take changes of routine in their stride. To take account of one another's ideas about how to organise their activity, understanding someone else's point of view can be different from theirs. To resolve minor disagreements through listening to each other to come up with a fair solution. 	<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 give their attention to what is being said to them and respond appropriately, whilst still being involved in an activity. To use past, present and futures forms accurately when talking about events that have happened or are to happen in the future. 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. 	<p>Objectives:</p> <ul style="list-style-type: none"> To show good control and coordination in large and small movements such as running, jumping, skipping, and hopping. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. To be able to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. 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"> ➤ Discuss what they know about space. Bring in books from home to share during show and tell times. Listen and respond to questions from their friends. Share these books during activity times. ➤ Read a Balloon for Grandad. Discuss the different countries / places they have visited and what they liked about them. Write a letter about themselves to be sent up attached to a balloon. Share and respond to ideas about where they think the balloons may go. ➤ Read A Day in the Life of Bob – discuss what is your day like? How is it similar to Bob's? How is it different? Compare also to their friends. ➤ Read Whatever Next – discuss what it would be like to travel to the moon? What would we find? What is it like on the moon? Modell how to research facts using the internet – discuss internet safety. ➤ Look at London transport. How do you come to school? 	<p>Activities</p> <p>→</p> <p>→</p> <p>→</p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ PE sessions- throwing javelins and measuring the distance. Creating fact books, cutting out pictures and sticking. Creating junk model rockets. ➤ PE sessions in preparation for sports day. Children to practice activities that will be completed on sports day. ➤ Drawing / painting / designing aliens related to A Day in the Life of Bob. ➤ In response to 'Whatever Next' – create rockets to travel to the moon using giant boxes and uniform/suits to wear – use for role-play/ retell opportunities. ➤ Create London transport using junk modelling and large construction outside. Create London train stations using duplo and drawing on large sheets of cardboard.

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 demonstrate understanding when talking with others about what they have read, or what has been read to them. To spell some words correctly and others phonetically plausible. To know that information can be retrieved from books and computers. To be able to use their phonic knowledge to write words and simple sentences. To write simple stories which can be read by themselves and others. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to place numbers to at least 20 in order and say which number is one more or one less than a given number. To be able to use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. To use everyday language and mathematical vocabulary to talk about size, position and distance to compare quantities and objects and to solve problems. 	<p>Objectives:</p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. To talk about past and present events in their own lives and some reasons why people's lives were different in the past. To know that environment and living things are influenced by human activity. To be begin to investigate the properties of some materials and can suggest some of the purposes they are used for. To select and use technology for particular purposes. 	<p>Objectives:</p> <ul style="list-style-type: none"> To play cooperatively as part of a group to develop and act out a narrative. To use and explore a variety of materials, experimenting with colour, design, texture, shape and form. To use what they have learned about media and materials in purposeful and original ways. To represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories.
<p>Activities:</p> <ul style="list-style-type: none"> Children to use the internet / fact books to find out facts about space. They are then to create fact books. In response to the story 'A Balloon for Grandad', children to write a letter about themselves to be send up attached to a balloon. In response to A Day in the Life of Bob, children to create a diary and retell the story. They can continue the story; if the Alien came back to earth with you what would you do / show it? Read 'Whatever Next' and learn to retell the story with actions – to prepare for writing a retell. Look at transport books and watch video clips about being a train driver / bus driver etc. Create own stories about the Naughty Bus? Where did it go? What happened to it? 	<p>Activities:</p> <ul style="list-style-type: none"> Ordering teen numbers – How do you make the number using Numicon? How many different ways can you make it? Positional language – Describe the position of the balloon e.g. next to, under, in front of etc. Problem solving involving addition– Practise using number line and counting on. Problem solving involving subtraction – Practise using number line and counting back. Data collection – watching transport by our school. How many buses did you see? How many cars? Which form of transport were there more of? How many more? How can we record our data? What is a pictogram? 	<p>Activities:</p> <ul style="list-style-type: none"> Children to use the internet / fact books to find out facts about space. What planets can we name? How are they the same? How are they different to each other? In response to the story 'A Balloon for Grandad', children look at the map of UK. Where might our balloons travel to? What is the capital of the UK? Where else have you travelled to in the UK? In response to A Day in the Life of Bob – What do we/humans need to exist? How do astronauts' survive in Space? What other planets could life exist? In response to 'Whatever Next' – what would be the best material to build a rocket? Why? What materials are waterproof? How could we test this? What materials are strong? Magnet? Compare transport from the past and present – for example trains – display photographs/ watch clips of trains - How are they the same? How are they different? Why have they changed? How have they improved? 	<p>Activities:</p> <ul style="list-style-type: none"> Creating planets using paper mache technique – research what the planets look like? How many can you name/ describe? Can we learn the song to remember the order? Draw maps of where our balloons may travel to using self-selected materials. Make a mini balloon and film the journey it may make over small world areas. Drawing / painting / designing aliens related to A Day in the Life of Bob. In response to 'Whatever Next' – create rockets to travel to the moon using giant boxes and uniform/suits to wear – use for role-play/ retell opportunities. Create London transport using junk modelling and large construction outside. Create London train stations using duplo and drawing on large sheets of cardboard.