

Summer 2 2022- Medium term plan

Minibeasts

Birth -3 and 3-4 year olds.

Afternoon children in their 2nd half term.

CL	<ul style="list-style-type: none">• Reach or point to something they want while making sounds.• Copy your gestures and words.• Constantly babble and use single words during play.• Use intonation, pitch and changing volume when 'talking'.• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.• Can start a conversation with an adult or a friend and continue it for many turns.• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
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PD

- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learn how to use a knife and fork.
- Show a preference for a dominant hand.

L

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing..
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

PSE

- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parents to their key person.
- Thrive as they develop self-assurance.
- Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

<p>M</p>	<ul style="list-style-type: none"> • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeezing selves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Make comparisons between objects relating to size, length, weight and capacity. • Understand position through words alone - for example, "The bag is under the table," - with no pointing. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
<p>UW</p>	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

EA
and D

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.