

Rising School; Medium Term Plan Summer 2025

TERM 6;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent):
2nd June - 18th July 2025	Summer time	Under the Sea; <ul style="list-style-type: none"> We will ask the children about the sea and what animals they know live there. The children will be given the opportunity to create their favourite sea creatures, talking about the different features and what they are used for. We will talk about how we help keep our oceans clean and free from pollution and litter. The children will be able to 'save' some of the animals from litter in water play. We will talk about the fact that there are many different seas and oceans in the world, some with warmer and more tropical animals and others with more cold climates. There will be lots of water play for the children to explore the different animals and their features. 	<u>PSED - Sense of self:</u> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (pg 61) <u>PSED- Sense of self:</u> Show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help (pg 61) <u>PSED - Understanding Emotions:</u> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt (pg 64) <u>PSED - Understanding Emotions:</u> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (pg 64) <u>C&L - Speaking:</u> Uses more complex sentences to link thoughts (pg 74) <u>C&L - Speaking:</u> Questions why things happen and how things work (pg 74) <u>C&L - Speaking:</u> Talks more extensively about things that are of particular importance to them (pg 74) <u>L - Reading:</u> Shows interest in illustrations and words in print and words in the environment (pg 88) <u>L - Reading:</u> Recognises familiar words and signs such as their own name (pg 74) <u>L - Reading:</u>
Celebrations/ festivals; World Oceans day (8th June) Fathers day (15th June) Sports day Graduation	Books Going on a treasure hunt Lucy and Tom at the seaside Billy and the big new school I am too absolutely small for school A little bit brave The lion inside The koala who could	Holidays; <ul style="list-style-type: none"> We will talk about holidays with the children, giving them opportunities to talk about where they have been on holiday and where they might be going on holiday. We will show the children the different countries that we talk about on the globe and highlight if they will or have travelled over the sea. We will introduce the different flags of these countries to the children and talk about the fact that each country has its own flag. The children will be able to run their own 'travel agents' in the role play area with travel brochures, lap tops, phones etc. We will talk about 'hot' and 'cold' holidays and places and the children can think about the different clothing they might need. We will have our own 'ice-cream' parlour where the children can practise physical skills in scooping, writing orders and adding different colours and objects as flakes and sprinkles. 	(Continued from previous row)
Makaton Wk 1; Hot Wk 2; Cold Wk 3; Ball Wk 4; Tree Wk 5; Flower Wk 6; Holiday Wk 7; Teddy	Sound of the week Wk 1; x Wk 2; y Wk 3; z Wk 4; Wk 5; Wk 6; Wk 7;	Starting school; <ul style="list-style-type: none"> As the children are starting school this September, we like to give them opportunities to role play their ideas and explore what it might be like through play. We will have a school classroom area where we have real uniforms from all the local schools so that the children can put them on and see how it feels to wear these uniforms. We will provide 'desks' with writing tools such as pens and pencils, rulers and rubbers. There will be lots of letters and numbers around for them to copy and practice. We will now be encouraging the children to sit on the carpet as they would in school and reinforce how we need to listen at carpet times to support them in concentrating for short periods. 	(Continued from previous row)
		Being independent; <ul style="list-style-type: none"> The children have always had their 'signing in' cards that they find in the mornings with their face and name on. We will now take their faces off so that they are learning to read and recognise their own names. Children's names will be written in different areas for them to recognise and try to copy. 	Knows that print carries meaning and, in English, is read from left to right and top to bottom (pg 74) L - Reading; Begins to develop phonological and phonemic awareness (pg 74)

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		<ul style="list-style-type: none"> The children are mostly independent at getting changed etc but this will now be reinforced so they continue to practice getting dressed themselves, using tissues, washing hands, going to the toilet etc. In play we will really be encouraging the children to talk about any problems they face and support them in dealing with these problems when playing. Really giving them the skills they need to be independent in voicing their ideas and feelings. 	<p><u>L - Writing:</u> Imitates adults' writing by making continuous lines of shapes and symbols from left to right (pg 92)</p> <p><u>L- Writing:</u> Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes (pg 92)</p> <p><u>L- Writing:</u> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words (pg 92)</p> <p><u>UTW - People and Communities:</u> Remembers and talks about significant events in their own experience (pg 106)</p> <p><u>UTW - People and Communities:</u> Shows interest in different occupations and ways of life indoors and outdoors (pg 106)</p> <p><u>UTW - People and Communities:</u> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to family and friends (Pg 106)</p> <p><u>EA&D - Creating with Materials:</u> Uses various construction materials to make enclosures and create spaces (pg 114)</p> <p><u>EA&D - Being imaginative and expressive:</u> Uses movement and sounds to express experiences, expertise, ideas and feelings (pg 116)</p> <p><u>EA&D - Being imaginative and expressive:</u> Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously (pg 117)</p> <p><u>EA&D - Being imaginative and expressive:</u> Uses available resources to create props or creates imaginary ones to support play (pg 117)</p>
Songs Ring o ring o roses The wheels on the bus Rusty car Childrens choices/fav ourites	Music (thurs AM);	Week 1: SING; Incy Wincy spider, there's a worm....., there's a tiny caterpillar on a leaf Week 2: PLAY; Match pitch - copy sound, chime bars/bells Week3: MOVE; Grand old duke, we are dancing, shake your sillies out Week 4: SING; Favourite songs and solos, body songs - heads, shoulders etc Week 5: PLAY; Body percussion, copy and clap rhythms Week 6: Free choice Week 7: Free choice	
		EA&D - Creating with Materials; Sings familiar songs (pg 114) Explores and learns how sounds and movements can be changed (pg 114) Enjoys joining in with moving, dancing and ring games (pg 114) Taps out simple, repeated rhythms (pg 114) Develops an understanding of how to create and use sounds intentionally (pg 114)	
TERM 6;	P.E in the school hall;	Week 1: Rumble in the jungle/commotion in the ocean Week 2: Follow the leader Week 3: Scarf dancing Week 4: Parachute/ring games Week 5: Yoga Week 6: Climbing and balancing Week 7: Dance party	
		<u>PD - Moving and Handling:</u> Climbs stairs/steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (pg 80) Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (pg 80) Can balance on one foot or squat momentarily, shifting body weight to improve stability (pg 80) Can grasp and release with two hands to throw and catch a large ball (pg 80) Manipulates a range of tools and equipment in one hand, tools include ribbons/scarves (pg 80)	
TERM 6;	Home Learning suggestions;	Week 1: Find out one fact about your favourite sea creature. Week 2: Are you going on holiday this summer? Can you find out something about the place you are visiting? Week 3: Can you find the flag of a country you have visited or will be visiting? Week 4: What are you looking forward to about starting school? Talk to your family about this. Week 5: Draw a picture of you in your new uniform. What colour are you going to be wearing? Week 6: At home, if you haven't already, start getting yourself dressed and undressed.	Same learning intentions as listed above. Please bring anything your child makes into Pre-school so the children can share what they have done with their friends. This is a real confidence boost for them.

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		Week 7: Ask a family member to write your name. Can you try to copy it? Do you know that it says your name? Do you know some of the phonetic sounds in your name?	
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