

Rising School; Medium Term Plan Summer 2026

Term: 6	Themes	Celebrations	Books	Makaton	Song of the week	Sound of the week
1st June - 17th July 2026	Holidays Starting school Being independent	Fathers day - 21st June	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	Hot Cold Ball Tree Flower Holiday Teddy	Ring o ring o roses The wheels on the bus Rusty car Children's choices/favourites	Wk 1; a,b,c,d Wk 2; e,f,g,h Wk 3; i,j,k,l Wk 4; m,n,o,p Wk 5; q,r,s,t Wk 6; u,v,w,x Wk 7; y,z
<b>P.E (every wednesday morning in the school hall)</b>				<b>Music (every thursday)</b>		
<p><b>W1:</b> Octopuses garden  <b>W2:</b> Circle games  <b>W3:</b> Climbing equipment  <b>W4:</b> What's the time Mr Wolf?  <b>W5:</b> Simon says  <b>W6:</b> Dance party</p>				<p><b>W1:</b> <b>SING</b> Graduation songs.  <b>W2:</b> <b>PLAY</b> Story using instruments - spanish music.  <b>W3:</b> <b>MOVE</b> Dance to spanish music.  <b>W4:</b> <b>SING</b> Graduation songs.  <b>W5:</b> <b>PLAY</b> Spanish music.  <b>W6:</b> <b>MOVE</b> flamenco basics - sharp arm and foot movement, castinets, brightly coloured clothing.</p>		
<b>Country of the Term - Spain</b>				<b>Home learning suggestions</b>		
<p>We will talk to the children about the country of Spain, showing them where it is on the globe and discussing the climate. We will introduce them to the Spanish flag where they will have opportunities to create their own. The country of Spain ties in nicely with holidays and going abroad. I'm sure some of the children might have been to Spain and will be able to discuss this with us. We will talk about how you might get to Spain and what you might do <a href="#">there</a>. We will introduce the children to some spanish words such as 'Hola' and 'gracias'. Exposure to spanish music and flamenco dancing will encourage the children</p>				<p><b>Week 1;</b> Find out one fact about your favourite sea creature.  <b>Week 2;</b> Are you going on holiday this summer? Can you find out something about the place you are visiting?  <b>Week 3;</b> Can you find the flag of a country you have visited or will be visiting?  <b>Week 4;</b> What are you looking forward to about starting school? Talk to your family about this.  <b>Week 5;</b> Draw a picture of you in your new uniform. What colour are you going to be wearing?</p>		

## Rising School; Medium Term Plan Summer 2026

<p>to dance and move in different ways. 'Tapas' style snack time along with making paper fans and looking at/creating their own Pablo Picasso pictures will support the children's growing understanding of spanish culture.</p>	<p><b>Week 6;</b> At home, if you haven't already, start getting yourself dressed and undressed.  <b>Week 7;</b> 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?</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Themes</b>	
<b>Holidays</b>	<b>Starting School</b>
<p>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.</p>	<p>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.</p>
<b>Being Independent</b>	
<p>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.                      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>	

Rising School; Medium Term Plan Summer 2026

Learning Intentions Term 5

Personal, Social and Emotional Development.		Communication and Language.		Physical Development.			
<p><b>Sense of self:</b> 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). Shows 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).</p> <p><b>Understanding emotions:</b> Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants (pg 64). Is more able to understand the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings (pg 64).</p>		<p><b>Speaking:</b> Talks more extensively about things that are of particular importance to them (pg 74). Uses talk in pretending that objects stand for something else in play (pg 74). Uses a range of tenses (pg 74). Uses intonation, rhythm and phrasing to make the meaning clear to others (pg 74).</p>		<p><b>Moving and Handling:</b> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons (pg 80). 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).</p>			
Literacy.		Mathematics.		Understanding the World.		Expressive Arts and Design.	
<p><b>Reading:</b> Begins to develop phonological and phonemic awareness-</p> <ul style="list-style-type: none"> <li>• Shows awareness of rhyme and alliteration</li> <li>• Hears and says the initial sounds in words (pg 89).</li> </ul> <p>Recognises familiar words and signs such as their own name (pg 88). Knows information can be relayed through signs and symbols in various</p>		<p><b>Composition:</b> Beginning to use understanding of number to solve practical problems in play and meaningful activities (pg 99).</p> <p><b>Pattern:</b> Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next (pg 101).</p> <p><b>Measures:</b></p>		<p><b>People and communities</b> Remembers and talks about significant events in their own experience (pg 106). Recognises and describes special times or events for family and friends (pg 102). Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (pg 102).</p>		<p><b>Creating with Materials:</b> Continues to explore moving in a range of ways (pg 114) Taps out simple repeated patterns (pg 114). Uses various construction materials (pg 114). Uses tools for a purpose (pg 114). <b>Being Imaginative and Expressive;</b></p>	

Rising School; Medium Term Plan Summer 2026

<p>forms (pg 89). <b>Writing:</b> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words (pg 92). Attempts to write their own name, or other names and words, using a combination of lines, circles and curves, or lett-type shapes (pg 92).</p>	<p>Recalls a sequence of events in everyday life and stories (pg 101).</p>		<p>Uses movement and sounds to express experiences, expertise and ideas and feelings (pg 116). Experiments and creates movement in response to music, stpries and ideas (pg 116). Plays alongside other children who are engaged in the same theme (pg 117). Engages in imaginative play based on their own ideas or firs-hand or peer experiences (pg 117).</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------