

Halesbury School
Medium Term Planning – Summer 2

Class:		Meerkat 		Topic:			Seaside	
Area of Learning		Week 1 Date: 01/06/26	Week 2 Date: 08/06/26	Week 3 Date: 15/06/26	Week 4 Date: 22/06/26	Week 5 Date: 29/06/26	Week 6 Date: 06/07/26	Week 7 Date: 13/07/26
Independent Living	My Independence 	Topic: Shopping Focus: Making a visual shopping list Skill: Transition between school and the wider world. (UTW 1-3) (TW R1) Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.	Topic: Shopping Focus: Shopping roleplay Skill: Transition between school and the wider world. (UTW 1-3) (TW R1) Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.	Topic: Shopping Focus: Shopping roleplay Skill: Transition between school and the wider world. (UTW 1-3) (TW R1) Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.	Topic: Shopping Focus: Visiting the shop Skill: Transition between school and the wider world. (UTW 1-3) (TW R1) Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.	Topic: Shopping Focus: Choosing an item at the shop Skill: Transition between school and the wider world. (UTW 1-3) (TW R1) Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.	Topic: Shopping Focus: Giving items to the cashier Skill: Transition between school and the wider world. (UTW 1-3) (TW R1) Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.	Topic: Shopping Focus: Giving items to the cashier Skill: Transition between school and the wider world. (UTW 1-3) (TW R1) Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.

		(MR Range 2) Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. (TW Range 3) Is curious and interested to explore new and familiar experiences.	(MR Range 2) Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. (TW Range 3) Is curious and interested to explore new and familiar experiences.	(MR Range 2) Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. (TW Range 3) Is curious and interested to explore new and familiar experiences.	(MR Range 2) Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. (TW Range 3) Is curious and interested to explore new and familiar experiences.	objects and events. (MR Range 2) Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. (TW Range 3) Is curious and interested to explore new and familiar experiences.	(MR Range 2) Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. (TW Range 3) Is curious and interested to explore new and familiar experiences.	(MR Range 2) Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. (TW Range 3) Is curious and interested to explore new and familiar experiences.
	Cooking 	Topic: Bread Activity: Bread dough rolling and kneading Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects,	Topic: Bread Activity: Breadcrumb sensory play Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects,	Topic: Bread Activity: Spreading filling on toast Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects,	Topic: Bread Activity: Cutting shapes out of bread with a cookie cutter Skill: (Range 1-3 PD) Reaches out for, touches	Topic: Bread Activity: Bread tasting (white, brown, pitta, bagel etc.) Skill: (Range 1-3 PD) Reaches out for, touches and begins to	Topic: Bread Activity: Mini sandwich taste testing Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects,	Topic: Bread Activity: Mini sandwich taste testing Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects,

		developing later on into being able to release grasp. (PD2) Manipulates objects using hands singly and together. (CwM R2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.	developing later on into being able to release grasp. (PD2) Manipulates objects using hands singly and together. (CwM R2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.	developing later on into being able to release grasp. (PD2) Manipulates objects using hands singly and together. (CwM R2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.	and begins to hold objects, developing later on into being able to release grasp. (PD2) Manipulates objects using hands singly and together. (CwM R2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.	hold objects, developing later on into being able to release grasp. (PD2) Manipulates objects using hands singly and together. (CwM R2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.	developing later on into being able to release grasp. (PD2) Manipulates objects using hands singly and together. (CwM R2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.	developing later on into being able to release grasp. (PD2) Manipulates objects using hands singly and together. (CwM R2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.
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			Activity: Exploring car ramps Skill: Develop a sense objects (TW Range 1-3) (T R2) The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (T R3) Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times Shows interest in toys with	Activity: Exploring pop up toys Skill: Develop a sense objects (TW Range 1-3) (T R2) The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (T R3) Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times Shows interest in toys with	Activity: Exploring toys that spin Skill: Develop a sense objects (TW Range 1-3) (T R2) The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (T R3) Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times Shows interest in toys with	Activity: Exploring instruments and their sounds Skill: Develop a sense objects (TW Range 1-3) (T R2) The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (T R3) Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times Shows interest in toys with	Activity: Exploring talk buttons Skill: Develop a sense objects (TW Range 1-3) (T R2) The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (T R3) Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times Shows interest in toys with	Activity: Colour mixing with paint Skill: Develop a sense objects (TW Range 1-3) (T R2) The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (T R3) Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times Shows interest in toys with
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			buttons, flaps and simple mechanisms and begins to learn to operate them	buttons, flaps and simple mechanisms and begins to learn to operate them	buttons, flaps and simple mechanisms and begins to learn to operate them	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them	buttons, flaps and simple mechanisms and begins to learn to operate them	buttons, flaps and simple mechanisms and begins to learn to operate them
	PHSE 	Topic: Health Skill: Positive engagement with others (MR Range 1-3) Focus: Washing hands Skill: Increase independence of self-health care (H&SC R1 - 3) (H&SC R1) Anticipates food routines with interest. (H&SC R2)	Topic: Health Skill: Positive engagement with others (MR Range 1-3) Focus: Washing hands Skill: Increase independence of self-health care (H&SC R1 - 3) (H&SC R1) Anticipates food routines with interest. (H&SC R2)	Topic: Health Skill: Positive engagement with others (MR Range 1-3) Focus: Applying sun cream on a doll Skill: Increase independence of self-health care (H&SC R1 - 3) (H&SC R1) Anticipates food routines with interest.	Topic: Health Skill: Positive engagement with others (MR Range 1-3) Focus: Applying sun cream to our arms Skill: Increase independence of self-health care (H&SC R1 - 3) (H&SC R1) Anticipates food routines with interest.	Topic: Health Skill: Positive engagement with others (MR Range 1-3) Focus: Bathing a baby doll Skill: Increase independence of self-health care (H&SC R1 - 3) (H&SC R1) Anticipates food routines with interest. (H&SC R2)	Topic: Health Skill: Positive engagement with others (MR Range 1-3) Focus: Bathing a baby doll Skill: Increase independence of self-health care (H&SC R1 - 3) (H&SC R1) Anticipates food routines with interest.	INSET DAY

		PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	
	I.T 	INSET DAY	Topic: Cause and Effect Interact with cause and effect toys, iPad and interactive whiteboard Skill: To be able to anticipate repeated sounds, sights and actions, e.g. when an	Topic: Cause and Effect Interact with cause and effect toys, iPad and interactive whiteboard Skill: To be able to anticipate repeated sounds, sights and actions, e.g. when an adult	Topic: Cause and Effect Interact with cause and effect toys, iPad and interactive whiteboard Skill: To be able to anticipate repeated sounds, sights and actions, e.g. when an	Topic: Cause and Effect Interact with cause and effect toys, iPad and interactive whiteboard Skill: To be able to anticipate repeated sounds, sights and actions, e.g. when an	Topic: Cause and Effect Interact with cause and effect toys, iPad and interactive whiteboard Skill: To be able to anticipate repeated sounds, sights and actions,	Topic: Cause and Effect Interact with cause and effect toys, iPad and interactive whiteboard Skill: To be able to anticipate repeated sounds, sights and actions,

			adult demonstrates an action toy several times	demonstrates an action toy several times	adult demonstrates an action toy several times	adult demonstrates an action toy several times	e.g. when an adult demonstrates an action toy several times	e.g. when an adult demonstrates an action toy several times
	Art 	Topic: Cause and Effect Tools Activity: Sponge stamp printing  Skill: (CwM – Range 1-2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Continues to explore and experiment with an	Topic: Cause and Effect Tools Activity: Cling film painting  Skill: (CwM – Range 1-2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Continues to explore and experiment with an	Topic: Cause and Effect Tools Activity: Coloured ice cube painting  Skill: (CwM – Range 1-2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Continues to explore and experiment with an increasing	Topic: Cause and Effect Tools Activity: Roll a ball in paint and around a box  Skill: (CwM – Range 1-2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Continues to explore and experiment with an	Topic: Cause and Effect Tools Activity: Water bottle spray painting  Skill: (CwM – Range 1-2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Continues to explore and experiment	Topic: Cause and Effect Tools Activity: Roll down the ramp car painting  Skill: (CwM – Range 1-2) Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. (CwM R3) Continues to explore and experiment	INSET DAY

		Walks around school - go and give an object to an adult PD R2-4 To be able to move in different ways. (M&H R4) Begins to understand and choose different ways of moving. (M&H R4) Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.	Walks around school - go and give an object to an adult PD R2-4 To be able to move in different ways. (M&H R4) Begins to understand and choose different ways of moving. (M&H R4) Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.	Walks around school - go and give an object to an adult PD R2-4 To be able to move in different ways. (M&H R4) Begins to understand and choose different ways of moving. (M&H R4) Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.	Throw a ball at a goal/target PD R2-4 To be able to move in different ways. (M&H R4) Begins to understand and choose different ways of moving. (M&H R4) Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.	Moving our bodies to music PD R2-4 To be able to move in different ways. (M&H R4) Begins to understand and choose different ways of moving. (M&H R4) Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.	Moving our bodies to music PD R2-4 To be able to move in different ways. (M&H R4) Begins to understand and choose different ways of moving. (M&H R4) Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.	
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