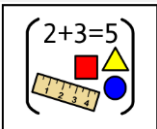
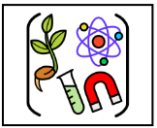


Halesbury School Medium Term Planning – Summer 2 2026							
Class:	Squirrel			Topic: Journeys		Planning will be supported by play sessions, sensory play sessions and activities supporting the development of pre- literacy and pre- numeracy development . These activities will be informed by the children’s changing interests.	
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
	Topic: Shopping Intent :Types of shops EYFS Geography Skills I can show curiosity about places I visit, like parks or shops.						
Independent Living	My Independence	Activity: Role play café	Activity: <i>Role play café</i>	Activity: Role play Grocers	Activity: Role play Grocers	Activity: <i>Role play</i> <i>Cake shop</i>	Activity: Walk to local shop to buy ice cream / lollipops
		Hang up my bag and coat Unpack and pack my school bag	<i>Hang up my bag and coat</i> <i>Unpack and pack my school bag</i>	Hang up my bag and coat Unpack and pack my school bag	Hang up my bag and coat Unpack and pack my school bag	<i>Hang up my bag and coat</i> <i>Unpack and pack my school bag</i>	/ lollipops Hang up my bag and coat Unpack and pack my school bag

						<i>Bowl food prep, board dough scraper</i> Activity Mix ingredients , create dough and knead	Bowl food prep, board dough scraper Activity Mix ingredients , create dough and knead	board dough scraper Activity Mix ingredients , create_dough and knead
Education & Employment	Communication and Language 	Genre : Fables Reading and Writing: Individualised targets taught in the moment/in context from STAR Assessment. Listening to and reading a range of texts and poems. Phonics: Phonics will be linked to the validated DFE phonics scheme ' Little Wandle'. Reading scheme in school 'Big Cat. Traditional nursery rhymes located in Little Wandle Foundation will be used to support literacy Speaking: Individualised targets from SCERTS and STAR Assessment Pre reading and writing skills will be encouraged through daily activities, scribble books, puzzles, painting and other forms of mark making and focus and attention activities <u>Texts: The boy who cried wolf , The hare and the tortoise The lion and the mouse</u>						

		Individual targets Monday: reading and phonics Tuesday phonics and comprehension Wednesday Phonics and writing pre-writing skills/ Letter formation Thursday phonics and writing composition Friday Literacy and communication through art/ craft (The boy who cried Wolf) Individual targets	Individual targets Monday: reading and phonics Tuesday phonics and comprehension Wednesday Phonics and writing pre-writing skills/ Letter formation Thursday phonics and writing composition Friday Literacy and communication through art/ craft Individual targets	Individual targets Monday: reading and phonics Tuesday phonics and comprehension Wednesday Phonics and writing pre-writing skills/ Letter formation Thursday phonics and writing composition Friday Literacy and communication through art/ craft Individual targets (The hare and the tortoise) Pre -reading and Pre-writing skills	Individual targets Monday: reading and phonics Tuesday phonics and comprehension Wednesday Phonics and writing pre-writing skills/ Letter formation Thursday phonics and writing composition Friday Literacy and communication through art/ craft (The hare and the tortoise) Individual targets Pre -reading and Pre- writing skills	Individual targets Monday: reading and phonics Tuesday phonics and comprehension Wednesday Phonics and writing pre-writing skills/ Letter formation Thursday phonics and writing composition Friday Literacy and communication through art/ craft (The lion and the mouse) Individual targets Pre -reading and Pre- writing skills	Individual targets Monday: reading and phonics Tuesday phonics and comprehension Wednesday Phonics and writing pre-writing skills/ Letter formation Thursday phonics and writing composition Friday Literacy and communication through art/ craft (The lion and the mouse) Individual targets Pre -reading and Pre- writing skill	Individual targets Monday: reading and phonics Tuesday phonics and comprehension Wednesday Phonics and writing pre-writing skills/ Letter formation Thursday phonics and writing composition Friday Literacy and communication through art/ craft Individual targets Pre -reading and Pre- writing skills
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		Pre -reading and Pre- writing skills	Pre -reading and Pre- writing skills					
		Makaton Sign: Cloud	Makaton Sign: Rain	Makaton Sign: Sun	Makaton Sign: Wind	Makaton Sign: Snow	Makaton Sign: Cold/ hot	
	Number and Problem Solving 	Topic: Time and Money Focus : Time Individual STAR targets	Topic: Time and Money Focus: Time Individual STAR targets	Topic: Time and Money Focus: Time Individual STAR targets	Topic: Time and Money Focus: Money Individual STAR targets	Topic: Time and Money Focus: Money Individual STAR targets	Topic: Time and Money Focus: Time Individual STAR targets	Assessment and consolidation
		Topic: Materials Intent: Explore a wide range of materials and understand their properties, uses, and how they can change. EYFS science – reactions and changes I can record my ideas using words, pictures, or simple charts. I can carry out a simple test to see what changes happen.						
	Science 	<i>Week1</i> <i>Move to new classroom</i>	<i>Week 2</i> EYFS science – reactions and changes <i>I can record my ideas using words,</i>	<i>Week 3</i> EYFS science – reactions and changes I can record my ideas using words, pictures, or simple charts.	<i>Week 4</i> EYFS science – reactions and changes <i>I can record my ideas using words,</i>	<i>Week 5</i> KS1 I can carry out a simple test to see what changes happen.	<i>Week 6</i> KS1 I can carry out a simple test to see what changes happen.	<i>Week 7</i> KS1 I can carry out a simple test to see what changes happen.

			pictures, or simple charts. Activity Collect out door materials Eg sticks, grass leaves, stone HA label what items feel like eg hard, soft, spikey, smooth LA adults note responses as children handle items	Activity Collect indoor materials e.g . Plastic paper, Wood metal Cloth rubber HA match items to material	pictures, or simple charts. Activity Refer to materials from week 3 HA sort into categories soft / hard LA LA adults note responses as children handle items	Activity Refer to the story the three little pigs Greate a house out of straw put small world pigs inside Attempt to blow the house down and / use fan to simulate wind Spay on water HA comment on suitabilty eg waterproof . wind	Activity Refer to the story the three little pigs Greate a house out of sticks put small word pigs inside Attempt to blow the house down and / use fan to simulate wind Spay on water HA comment on suitabilty eg waterproof . wind proof	Activity Refer to the story the three little pigs Greate a house out of sticks put small word pigs inside Attempt to blow the house down and / use fan to simulate wind Spay on water HA comment on suitabilty eg waterproof . wind proof
		Week 1 ,2 and 3 continue working on Topic: Geography Seasons Intent: Understanding different seasons Week 4 to 7 Topic : Subject: RE Topic:Judaism Intent: Understanding Judaism						

Community & Relationships	World Around Us 	<i>EYFS seasons</i> <i>I can notice and talk about changes in the weather and seasons</i> Activity: <i>Hang wind socks outside and photo graph</i> <i>Observe over following days</i>	EYFS seasons I can notice and talk about changes in the weather and seasons Activity: Create rain gauges and place outside Observe over following days Resources Clear plastic bottles pipe cleaners	EYFS seasons I can notice and talk about changes in the weather and seasons. Activity: Seek to experience weather and changes in weather- match clothing worn to outdoor activities eg rain + coats + wellies Sun= sun hats + sun cream HA create daily weather charts Resources Weather symbols Weather chart.	EYFS RE Listens to religious stories, notices artefacts or festivals, engages with simple questions about “special”. Activity Create a Star of David Resources Symbols associated with Judaism	EYfS RE Listens to religious stories, notices artefacts or festivals, engages with simple questions about “special”. Activity Create a Menorah Resources Symbols associated with Judaism	EYfS RE Listens to religious stories, notices artefacts or festivals, engages with simple questions about “special”. Activity Copy/ trace over Hebrew script Resources Symbols associated with Judaism	EYFS RE Shows respect for others’ beliefs/ celebrations (even if just n Activity Sample cosher food Resources Kosher food
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Health & Well		Topic: Health Intent: Understand what it means to be healthy—covering physical health, mental wellbeing, and healthy habits. <u>Physical health will be covered during PE activities</u> EyFS Health can identify basic body parts. <u>Mental well being will be covered through sensory play, sensory regulation, daily sensory massage and dark time and developing play skills</u> EyFS Relation ships I can show a simple understanding of positive interactions with others with support. I can begin to understand the concept of sharing toys and taking turns in activities. <u>Healthy habits will be covered daily when washing hands before meal- times and before and after cooking activities,</u> I can understand with adult support simple hygiene routines (washing hands, brushing teeth).						
	PSHE 	EYFS Settling into new classroom	EYFS <i>Play skills</i> <i>Sharing toys taking turns</i> <i>Cars and garage</i>	EYFS Play skills Sharing toys taking turns Train set	EYFSI <i>Play skills</i> <i>Sharing toys taking turns</i> <i>Pop up pirate</i>	EYFS <i>Play skills</i> <i>Sharing toys taking turns</i> <i>Marble run</i>	Play skills Sharing toys taking turns To and fro activites	Play skills Sharing toys taking turns
	Music 	Topic: Instruments and Actions Intent: Following instructions						

		EYFS I can join in with familiar songs and nursery rhymes. Activity: Acting out actions alongside the song Walking in the jungle Resources https://www.youtube.com/watch?v=-YHUsIGzORM Walking and stomping in the jungle	EYFS Activity: Acting out actions alongside the song dance and freeze Use shakers when freeze Resources 10 shakers https://www.youtube.com/watch?v=A1vdKfXlB_g scratch garden dance and freeze	EYFS .Activity: I can keep a simple beat with instruments or body (e.g., clapping, tapping) Activity: Clap hands to keep a steady beat Resources https://www.youtube.com/watch?v=Sp4XnuJSVxc	EYFS EYfS I can keep a simple beat with instruments or body (e.g., clapping, tapping) KS1 I can copy and create simple rhythm patterns. Nindy's music lessons https://www.youtube.com/watch?v=FnGrJQ363w Body percussion https://www.youtube.com/watch?v=FnGrJQ363w Clap hands Tap knees Tap feet	EYfS EYfS I can keep a simple beat with instruments or body (e.g., clapping, tapping) KS1 I can copy and create simple rhythm patterns. Nindy's music lessons https://www.youtube.com/watch?v=FnGrJQ363w Body percussion Clap hands Tap knees Tap feet	EYfS EYfS I can keep a simple beat with instruments or body (e.g., clapping, tapping) KS1 I can copy and create simple rhythm patterns. Nindy's music lessons Moanna steady beat https://www.youtube.com/watch?v=XriFtAQvLf4&list=RDxriFtAQvLf4&start_radio=1 Body percussion and rests	EYfS I can keep a simple beat with instruments or body (e.g., clapping, tapping) KS1 I can copy and create simple rhythm patterns. Nindy's music lessons Moanna steady beat https://www.youtube.com/watch?v=XriFtAQvLf4&start_radio=1 Body percussion and rests
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	IT	Topic: Multimedia Intent: How to use different types of media, pictures, sounds, and videos—to share ideas and tell stories Types of media: Purple mash drawing apps - weather apps, music app talking post cards tablets for photos of each other , video recording EYFS I can use a range of technology confidently: tablets, interactive screens, talking tins, EYFS I can understand that technology has a purpose (e.g., to take photos, play music, find information).						
	I.T 	Focus : Tablets Activity Take photos of each other in new classroom	Focus : Tablets Activity Take photos of each other in new classroom	Focus : Tablets Activity Take recordings of each other in new classroom	Focus Interactive screens Activity <i>Use purple mash app to create summer time pictures</i>	Focus Interactive screens Activity Use purple mash app to create summer time pictures	Focus Interactive screens Activity Use purple mash app to create weather pictures	EYFS Focus Interactive screens Activity use purple mash app to create own music
		Topic: Stephen Wiltshire Intent: Explore the life and artwork of Stephen Wiltshire. Resources: Cartridge paper, paints, brushes of different sizes, scraping tools eg knives, combs, every day items and textures for printing. Scissors, card Activities: focussed 1 :1 teaching. Also activities supporting fine motor control will be set up as continuous provision for the students to access during the session, shaving foam, wind up toys, unscrew lids and jars, stencils and texture rubbings, clothes pegs activities, play doh writing wall, colouring pictures, lego and stickle bricks, joining dots Inspiration : Stephen Wiltshire creating urban landscapes						

	Art 	<i>Week 1</i> <i>Settling into new classroom</i>	Week 2 Eyfs I can cut, tear, and arrange materials to make pictures or patterns. cutting activities	Week 3 EYfS I can use different brushes and strokes to create effects. <i>Painting</i> Activity: <i>Trying different sized paintbrushes</i>	Week 4 EYFS I can use tools and materials safely and with growing control. Activity Printing using different materials e.g .bubble wrap, wooden blocks Numicon Sticks of counting cubes, car tracks	Week 5 EYfS I can use a variety of techniques, textures, and materials in my artwork. Activity Building a picture Using paint to create a back ground Reefer to brushes used in week 3	Week 6 EYfS I can use a variety of techniques, textures, and materials in my artwork. Activity Printing to create urban landscape Refer to material used in week 4	Week 7 I can use a variety of techniques, textures, and materials in my artwork. Activity Add cut out paper strips (Refer to cut out activity in week 2) To last weeks picture To create texture
	Topic: Olympics Intent: Practice different physical activities inspired by the Olympics.							
	PE 	EYfS I can jump over a line or a small object Jumping skills Trampoline,	EYfS <i>I can jump over a line or a small object</i> <i>Jumping skills</i> <i>Trampoline,</i>	EYfS <i>I can jump over a line or a small object</i> <i>Jumping skills</i> <i>Stepping/ jumping over obstacles</i>	EYfSI can move objects in a deliberate way - (throw, roll, drop). I can throw an object into a large close target area. Throwing skills	EYfSI can move objects in a deliberate way - (throw, roll, drop). I can throw an object into a large close target area Throwing skills	EYfSI can move objects in a deliberate way - (throw, roll, drop). I can throw an object into a large close target area Throwing skills Bean bags Distance throwing	EYfSI can jump over a line or a small object EYfSI can move objects in a deliberate way -(throw, roll, drop).

		Jumping over lines	<i>Jumping over lines</i>		Bean bags Target throws	Bean bags Target throws		I can throw an object into a large close target area Set up Skills circuit Throwing, jumping
		EYFS Travel Skills I can follow a very simple journey routine with support (e.g., walking to the playground or hall). I can walk safely in a small group, keeping together and aware of surroundings.						
	  Out and About	Walking in the community Focus : walking on the pavement and Noting aspects of the environment Forrest school Monday 9 – 10 am						

