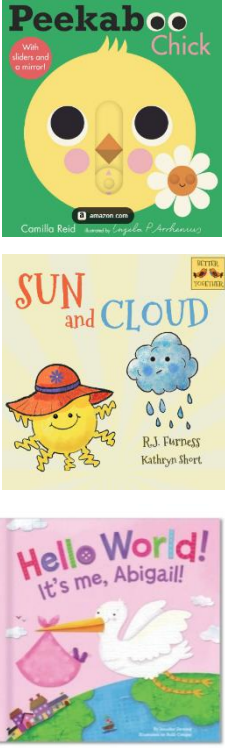




Spring 2 Medium Term Plan

Class: Blossom

Topic: Light and Dark

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Physical Development and Mark Making</u>	<u>Maths</u>	<u>PSHE/British Values</u>
	<p>Most Children</p> <ul style="list-style-type: none"> *To take part in daily rhyme time sessions, engaging with props and copying actions *To take part in daily phonics sessions, engaging with props and actions *To enjoy rhyming songs and stories *To respond to environmental sounds <p>Some Children</p> <ul style="list-style-type: none"> *To be able to recognise familiar sounds within the phonics provision *To begin to copy some sounds in phonics sessions *To identify and match sounds taught. 	<p>Most Children</p> <ul style="list-style-type: none"> * To accept an object being placed into hands. * To become visually alert and can/will fixate on a familiar person or object. * To responds to early interaction rhymes. <p>Some Children</p> <ul style="list-style-type: none"> * To enjoy rhyming stories, songs and rhymes. * To indicate wanting 'more' during interaction rhymes. *To recognise familiar people 	<p>Most Children</p> <ul style="list-style-type: none"> *Holds an object in each hand and brings them together in the middle e.g. holds two blocks and bangs them together. *Enjoys the sensory experience of making marks in damp sand, paste or paint. *To be able to make connections between their movement and the marks they make *Will make marks on paper and on other surfaces *Explore with a range of musical instruments <p>Some Children</p> <ul style="list-style-type: none"> *Begin to explore a range of media *Will tolerate tools in their hand to mark-make *Picks up small objects between thumb and fingers. 	<p>Most Children</p> <ul style="list-style-type: none"> *Reacts to obvious changes of amount when those amounts are significant (more than double) * Responds to words like <i>more</i>. * Tolerates number rhymes and songs. *Use repeated noises, movements and activities. <p>Some children</p> <ul style="list-style-type: none"> * With support, request 'more' * Responds to words like <i>lots</i> or <i>more</i> * Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence 	<p>Most Children</p> <ul style="list-style-type: none"> *Explore sensory stimuli which links to festivals and celebrations *Explore stimuli which shows visible differences between people *Respond appropriately to classroom /school rules. *To explore stimuli linked to cultural festivals and celebrations <p>Some Children</p> <ul style="list-style-type: none"> *Begin to accept a consequence when rules are not followed.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><u>Most Children</u> *Stays seated on the bus. *Keeps seatbelt on while on the bus *To co-operates physically during familiar routines *Participates more actively in the dressing process</p> <p><u>Some Children</u> *Builds tolerance for being on the bus for longer periods of time. *Participates actively when being helped to dress *Pulls their pants/nappy/underpants up and down</p>	<p><u>Most Children</u> *Demands a desired object or event by reaching or pointing *Shows understanding of objects, materials and events, e.g. holding shaker close to ear, smelling a flower *Repeat actions that have an effect. *Explores water-based play *Engage in sensory stories</p> <p><u>Some Children</u> *Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. *Explores cause and effect toys.</p>	<p><u>Most Children</u> *Identify a range of colours *Follows a light in a dark room. *Appears to notice light. * Explores primary and secondary colours *Explores and shows an interest a range of textures and media. *Uses senses to explore materials</p> <p><u>Some Children</u> *Shows an awareness of if it is light or dark. *Lingers on textures that are of interest. *Shows an awareness of if it is light or dark.</p>	<p><u>Most Children</u> *Communicates likes/dislikes related to the sound a musical instrument makes. *Has favourite song(s) *Experience and tolerate: -body sounds -struck and shaken instruments *Tolerates listening to a range of voices sing.</p> <p><u>Some Children</u> *Initiates favourite songs thorough action or other cues. *Explores their own voice.</p>	<p><u>Most Children</u> *Identify a pool environment. *Enter a pool safely with support. *Exit a pool safely with support.</p> <p><u>Some Children</u> *Move in the water independently. *Maintain balance in the water.</p>	<p><u>Most Children</u> *Preparing for a cooking activity, tolerating: -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up *Uses cookie cutters in play (playdough) *Begins to press cutters into dough with support (may need hand over hand)</p> <p><u>Some children</u> *Shows some independence when washing hands *Communicates the need for help</p>