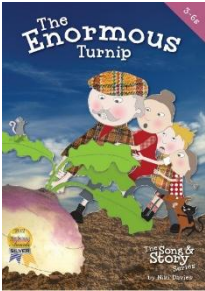
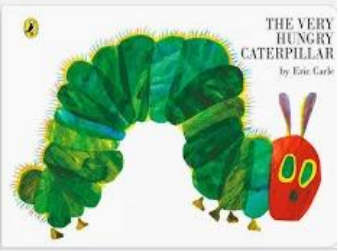
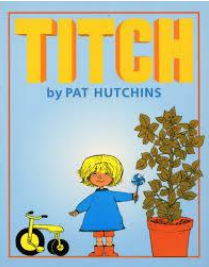




Summer 1 Medium Term Plan

Class: Rainbow

Topic: Big and Small

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
<p><b><u>The Enormous Turnip</u></b></p>  <p><b><u>The Very Hungry Caterpillar</u></b></p>  <p><b><u>Titch</u></b></p> 	<p><b><u>Most Children</u></b></p> <ul style="list-style-type: none"> <li>*Uses hands to explore objects.</li> <li>*Reaches for an object to explore.</li> <li>*Vocalisations contain vowels and consonants.</li> <li>*Reacts to normal, everyday sounds.</li> <li>*Uses body language, pointing or gesture to gain attention of others.</li> <li>*Looks for responses and reactions to actions or communication.</li> <li>*Reacts to music with a strong and steady beat.</li> <li>*Recognises the object shown in a photograph.</li> <li>*Engages with familiar songs, rhymes and stories</li> <li>*Responds to early interaction rhymes</li> </ul> <p><b><u>Some Children:</u></b></p> <ul style="list-style-type: none"> <li>*Uses sounds alongside some real words</li> <li>*Vocalisations are beginning to sound word like.</li> <li>*Can recognise sounds in my environment.</li> <li>*To keep a steady beat to a piece of music or to a rhythm.</li> <li>*To understand that meaning is shown through familiar symbols.</li> <li>*To match two of the same objects.</li> <li>*Recognises some letters and symbols.</li> </ul>	<p><b><u>Most Children</u></b></p> <ul style="list-style-type: none"> <li>*Fixates on a familiar person or object.</li> <li>*Moves head intentionally to see a stimulus.</li> <li>*Tracks object or pictures from left to right.</li> <li>*Fixates on a familiar person or object e.g. in a sensory story.</li> <li>*Engages in shared reading activities.</li> <li>*Uses hands to explore objects</li> <li>*Recognises the object shown in a photograph.</li> <li>*Makes fleeting eye contact with the adult reading</li> <li>*To be exposed to a wide range of vocabulary</li> <li>*To begin to understand single words</li> <li>*To understand the use of objects</li> </ul> <p><b><u>Some Children</u></b></p> <ul style="list-style-type: none"> <li>*Indicates to an adult that they want them to read a specific book.</li> <li>*Develops listening and comprehension skills.</li> <li>*Handles books independently.</li> <li>*Turns pages in books.</li> <li>*Attempts to copy finger movements and other gestures linked to rhyme, songs and stories.</li> <li>*Shows an interest in illustrations and print in the environment.</li> <li>*Joins in with actions linked to a familiar rhyme, songs and stories</li> </ul>	<p><b><u>Most Children</u></b></p> <ul style="list-style-type: none"> <li>*Tolerate tools in their hand to mark-make</li> <li>*Make marks on paper and on other surfaces</li> <li>*Make marks with a range of media</li> <li>*Scribble spontaneously when given paper and mark-making</li> <li>*Begin to explore a range of media</li> <li>*Recognise mark-making materials</li> <li>*To use a range of materials to mark make</li> <li>*Makes deliberate marks, .</li> <li>*Move, stretch and move arms freely up and down</li> <li>*Picks up small objects between thumb and fingers.</li> </ul> <p><b><u>Some Children</u></b></p> <ul style="list-style-type: none"> <li>*Holds a pencil with sufficient grip and pressure to make marks on paper choose to mark-make</li> <li>*Makes circular shapes with a drawing tool</li> <li>*Chooses to mark make</li> </ul>	<p><b><u>Most Children</u></b></p> <ul style="list-style-type: none"> <li>*Explores differently sized and shaped objects</li> <li>* Beginning to put objects inside others and take them out again</li> <li>*Explores the characteristics of objects, e.g. by rolling a ball or sliding a block</li> <li>*Recognises big things and small things in meaningful contexts.</li> <li>*Selects big and little objects on request.</li> <li>*Recognise some differences in size e.g. can match the big dog to the big dog and the little dog to the little dog.</li> <li>*Sorts everyday objects where there is a large difference in size e.g., table spoon and teaspoons. Explores objects by touch, banging them, moving them, dropping them, etc.</li> <li>*Looks from one object to another, altering focus in a game, action rhyme or activity.</li> <li>*Tolerates number rhymes and songs.</li> </ul> <p><b><u>Some Children</u></b></p> <ul style="list-style-type: none"> <li>*Push some shapes and blocks together</li> <li>*Make simple arrangements</li> <li>*Makes simple constructions</li> <li>*Takes part in finger rhymes/songs with numbers.</li> <li>*Begins to anticipate the ending or key elements of rhymes, songs and number games.</li> </ul>	<p><b><u>Most Children</u></b></p> <ul style="list-style-type: none"> <li>*Begin to understand the concept of kind hands.</li> <li>*Begin to recognise some forms of appropriate touch.</li> <li>*Respond and accept adult guidance regarding the appropriateness of touch e.g. accepting an adult moving their hands away/redirection if they were to touch inappropriately.</li> <li>*Respond to stimuli about some of the different kinds of families we might see.</li> </ul> <p><b><u>Some Children</u></b></p> <ul style="list-style-type: none"> <li>*Understand the concept of a baby.</li> <li>*Begin to engage in role play activities with a baby e.g. bathing, rocking, singing etc (with adult support)</li> <li>*Respond to adult prompting of the names for body parts</li> <li>*Respond to adult modelling/visual stimuli for how to show responses if we are unhappy/uncomfortable with the way someone is touching us.</li> <li>*Communicates likes or dislikes when around different people</li> <li>*Explore money in a play setting</li> <li>*Explore different areas of the classroom.</li> </ul>



<b><u>Independence</u></b>	<b><u>Understanding the World</u></b>	<b><u>Art</u></b>	<b><u>Music</u></b>	<b><u>PE</u></b>	<b><u>Food Technology</u></b>
<p><b><u>Most Children</u></b>            *Participates actively when being helped to dress            *Pulls their pants/nappy/underpants up and down            *Reacts when their hands/feet are touched with different textures            *Explores role-play within classroom environment            *Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p><b><u>Some Children</u></b>            *Walks with their group without running or walking ahead            *Can find their way to a familiar room            *Responds to instructions of stop/go.            *Touches a range of textures without protest            *Explores and plays with money in role play situations            *Identifies own belongings e.g. coat/shoes etc.            * Puts shoes on independently            *Shows an awareness that items in shops need to be bought/paid for.            *Accepts being told ‘no’ within a shop setting.</p>	<p><b><u>Most Children</u></b>            *Plant seeds and care for growing plants.            *Observes things growing            *Explores a range of plants/trees/flowers            *Explore a range of items using senses            *Explore using different body parts e.g. hands, feet, mouth            *Engage in sensory stories            *Observes cause and effect.            *Explores cause and effect toys.            *Explores new food – touch, smell etc.            * Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p><b><u>Some Children</u></b>            *Accepts wearing suitable clothing to match weather e.g. wellies /coat/hat etc            *Explore simple science equipment e.g. magnifying glass, magnets, pipettes etc            *Communicates foods they like/dislike            *To know what food is -recognising if we can eat something or not            *Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them            *Repeat actions that have an effect.</p>	<p><b><u>Most Children</u></b>            *Works alongside adults to press, roll or pinch – playdough, plasticine, clay.            *Presses objects into dough.            *Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.            *Explores and shows an interest a range of textures and media.            *Uses senses to explore materials            *Show simple reflex responses which communicate likes or dislikes            *Tolerates hands being washed washed.            *Randomly changes colour            *Tolerates body parts being used for printing.</p> <p><b><u>Some Children</u></b>            *Rolls dough            *Rolls dough into a rough ball.            *Uses dough cutters.            *Recognises when hands need to be washed.            *Makes deliberate marks.,            *Realises there is a range of colours that can be used.</p>	<p><b><u>Most Children</u></b>            *Experiences variations in sound, including quiet.            *Experiences soft (quiet) and loud.            *Listens to soft (quiet) and loud using the same instrument.            *Creates sounds by rubbing, shaking, tapping, striking or blowing            *React to sudden and loud sounds.            *React to normal, everyday sounds.            *Shows attention to sounds and music.            *Has favourite song(s)            *Begins to move to music, listen or join in rhymes or songs</p> <p><b><u>Some Children</u></b>            *Makes and copies familiar sounds.            *Matches familiar sounds.            *Communicates likes/dislikes related to the sound a musical instrument makes.            *Enjoy dancing, marching and using musical instruments alongside music and rhythms            *Keep a steady beat alongside others or to a piece of music or rhythm.            *Tolerates music linked to events and ambience (e.g. in a sensory story)            *To experience a musical story.</p>	<p><b><u>Most Children</u></b>            *Refine basic movement skills            *Walk safely in space, showing awareness of others and objects around them.            *Responding to music starting and stopping.            *Moving to music.            *Copying movements.            *Roll over from front to back then back to front.            *Know what roll means.            *Experiment with different ways of rolling their bodies.            *Role from sitting to back then back to sitting position.            *Touch different parts of their body.</p> <p><b><u>Some Children</u></b>            *Experiment and explore the action of jumping in play.            *Lift one leg from the floor and then the other.            *Show the difference between walking and running            *Refine basic movement skills including -jumping</p>	<p><b><u>Most Children</u></b>            *Preparing for a cooking activity            *With support, beginning to engage in home corner role-play activities.            *Pours cold water from kettle into a cup (in a play situation)            *Communicates the need for help</p> <p><b><u>Some Children</u></b>            *Knows that toast is made in a toaster.            *Presses down the lever on a toaster.            *Waits for the toast to cook.            *Fills and empties a kettle with cold water (in a play situation)            *Recognises and finds some simple kitchen equipment.            *Understands the concept of hot and cold            *Shows some independence when washing hands</p>