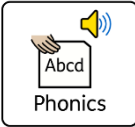


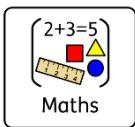








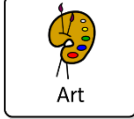
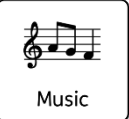
Summer 1 Medium Term Plan

Class: Forest

Topic: Seeds, Soil and Sunshine (Growing)

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>*To continue participate in the Little Wandle Phonics scheme, learning new sounds as appropriate and consolidating sounds previously taught.</p> <p>*To match pictures to the correct sound e.g. recognising the /nk/ sound is in think and be able to recall phase 3, set 1 from prior terms.</p> <p>*To recognise specific sounds such as /n/ and be able to recall /s/, /a/, /t/, /p/, /i/ from prior terms.</p> <p>*To be able to recognise and blend CVCC words.</p>	<p>*To continue to have a daily guided reading session.</p> <p>*To sequences up to three pictures to show order of events.</p> <p>*We will have different focus books throughout the half term relating to our topic of seeds, soil and sunshine. We will develop being able to talk about a story as a group, identify key features and characters as well as recall main events.</p>	<p>*To begin to write recognisable letters</p> <p>*To imitate adults writing- beginning to form their name</p> <p>*To develop phonic knowledge to write.</p> <p>*Forms most letters correctly</p> <p>*To begin to form some letter correctly on lines.</p> <p>* To be able to spell longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Number</p> <p>* Beginning to recognise that each counting number is one more than the one before</p> <p>*To be able to count backwards in 1s, from 10, to 0</p> <p>*To be able to count backwards in 1s, from 20, to 0</p> <p>* Recognise 1, 2 and 3 in different arrangements.</p> <p>*To be able to Subitise 0 to 5 and Represent 0 to 5</p> <p>Pattern</p> <p>*To sequences times of the day- to begin to be able to predict key events such as dinner time</p> <p>* To explore patterns involving 2 repeating objects/shapes/colours.</p> <p>*To copy and continue simple patterns</p> <p>*To create simple patterns</p> <p>*To identify units of repeating patterns</p> <p>*To create own pattern rules</p>	<p>Plants</p> <p>*To be able to participate in the life cycle of a plant, planting, taking care and monitoring growth</p> <p>*To show care and concern for living things and the environment.</p> <p>*To begin to observe changes in plants</p> <p>*To know that plants need water and sun</p> <p>*To understand what plants need to stay alive.</p> <p>*To name parts of a plant</p>	<p>Changing and growing</p> <p>*To identify changes from being a baby to now.</p> <p>*Identify baby, child, adult.</p> <p>*To be able to understand the concept of boy/girl</p> <p>*To describe some of the physical changes that occur as we grow up e.g. height</p>



 Food Technology	 Independence	 Physical Development	 PE	 Art	 Music
<p>*To recognise and name a range of fruits and vegetables.</p> <p>*To use a blunt knife to chop soft fruit into small pieces</p> <p>*To use a hand-held grater and vegetable peeler with support.</p> <p>*To peel and grate fruits and vegetables with support.</p> <p>*To understand how to prepare for cookery – ensuring hands and surfaces are clean and hair is tied back.</p> <p>*To try new foods with encouragement</p>	<p>*To walk independently outside of school</p> <p>*To begin to understand the concept of a stranger.</p> <p>*To support the transition of the weather change, we will be looking at what we need during the summer months and how they can help keep us safe when we are out in the community i.e. Water, cap, sun cream</p> <p>*To identify different protective clothing and accessories that can be worn to prevent problems e.g. sun damage</p> <p>*To identify clothing that can be worn on hot/cold days</p> <p>*To select clothing type according to weather when asked to put on clothing for warm/cold day</p>	<p>* To continue take part in daily dough disco sessions to strengthen finger muscles.</p> <p>* To continue to take part in daily dancing disco sessions to</p> <p>*To develop gross motor skills in the Hedgehog Hideaway, Adventure Playground and Discovery Park.</p> <p>*To continue to show an interest in dancing and singing to music, rhymes and songs</p>	<p>*To engage in group game activities</p> <p>*To be able to handle tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>*To negotiate space successfully when playing racing and chasing games, adjusting speed and changing direction to avoid obstacles.</p> <p>* To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.</p>	<p>*To continue to explore colour and how colours can be changed</p> <p>*To show enjoyment and respond to playing with colour in a variety of ways, for example combining colours</p> <p>*To use tools for a purpose</p> <p>* To use everyday materials to explore, understand and represent their world – ideas, interests and fascinations.</p>	<p>*To follow Makaton actions to a song and begin to sing the lyrics</p> <p>*To create a rhythmic sound and movement.</p> <p>*To be able to use a musical instrument to follow the beat of a song ie. Boom whackers</p> <p>*To explore and learn how sounds and movements can be changed</p>