
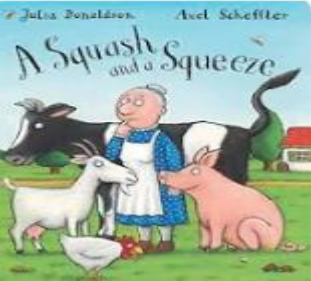
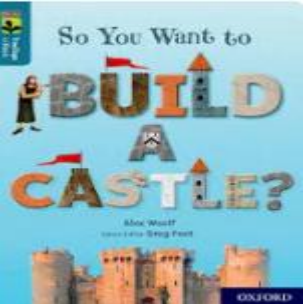




Summer 2 MTP

Class: Teal

Topic: Who Lives in a House Like This?

<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>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Recognise common written words and high frequency vocabulary.</li> <li>*Associate lower with upper case letters.</li> <li>*Read familiar, phonetic words and key sight vocabulary at word level.</li> <li>*Find pleasure in reading and is motivated to read independently.</li> <li>*Engage fully when stories are being read (stories which are at a level beyond what they can read independently).</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Predict how a story might end.</li> <li>*Predict what a story might be about after reading the title.</li> <li>*Predict what might happen based on what has been read so far.</li> <li>*Lift less obvious meaning from a</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Enjoys listening to familiar adults reading stories.</li> <li>*Beginning to find pleasure in reading.</li> <li>*Copies an adult pointing to words as they read.</li> <li>*Can match some familiar words to pictures.</li> <li>*Offers explanations and more detail when asked.</li> <li>*Aware of listener when speaking.</li> <li>*Recognises some high frequency vocabulary.</li> <li>*Reads familiar, phonetic words and key sight vocabulary at word level.</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Finds pleasure in reading and is motivated to read independently.</li> <li>*Engages fully when stories are being read (stories which are at a level beyond what they can read independently).</li> <li>*Shows an awareness of full stops when reading.</li> <li>*Checks that a text makes sense and corrects mistakes.</li> <li>*Makes links between what they are reading and own, real-life experiences.</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Writes recognisable letters</li> <li>*Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>*I can write some learnt tricky words.</li> <li>*Spells longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>*Hear, say and write the initial sound in words.</li> <li>*Segment the sounds in simple words and blend them together.</li> <li>*Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>*Attempts to write words using letter sound knowledge</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Writes simple phrases and sentences that can be read by themselves and others</li> <li>*Say out loud what they are going to write about</li> <li>*Uses finger spaces to separate words.</li> <li>*Beginning to show an awareness of capital letters (with support).</li> <li>*Beginning to show an</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Beginning to use some positional language in play and real-life situations</li> <li>*Move into simple positions when instructed using positional language.</li> <li>*Describe how they are moving or moving toys around a simple route</li> <li>*Copy and continue patterns</li> <li>*Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>* Order and sequence time</li> <li>*Is increasingly able to order and sequence events using everyday language related to time</li> <li>*Find a balance</li> <li>*In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Describe position – left and right</li> <li>*Describe position – forwards and backwards</li> <li>*Describe position – above and below</li> <li>*Ordinal numbers</li> <li>* Manipulate shapes</li> <li>*Explain shape arrangements</li> <li>*Compose shapes</li> <li>*Decompose shapes</li> <li>*Copy 2-D shape pictures</li> <li>*Find 2-D shapes within 3-D shapes</li> <li>*Recognise and name 3-D shapes</li> <li>*Sort 3-D shapes</li> <li>*Recognise and name 2-D shapes</li> <li>*Sort 2-D shapes</li> <li>Patterns with 2-D and 3-D shapes</li> <li>*Beginning to experience measuring time with timers and calendars</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Identify some healthy foods.</li> <li>*Identify physical activities that I enjoy doing.</li> <li>*Begin to recognise how to stay safe in the sun-accept wearing a cap/sun cream etc.</li> <li>*Recognise when we are feeling unwell, hurt or in pain.</li> <li>*Communicate feelings of being unwell, hurt or in pain to a familiar adult</li> <li>*Engage in role play activities linked to people who help us.</li> <li>*Respond consistently to signs and symbols liked to keeping well e.g. stop, danger, do not touch.</li> <li>* Confidently take risks</li> <li>*Child to choose which area of the classroom they want to play/work in.</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Explain why some foods are healthier than others. - Explain what it means to eat a healthy, balanced diet.</li> <li>*Explain why we might need to eat foods we might not like very much.</li> <li>*Recognise that some people may not be able to eat certain foods because it will make them unwell (allergies).</li> <li>*Explains what might happen to our teeth if they are not regularly brushed/too much sugar is consumed.</li> <li>*Give reasons why it is important to take care of personal hygiene.</li> <li>*Identify some symptoms we may experience when we are not feeling well.</li> <li>*Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.</li> <li>*Explain why it is important not to touch,</li> </ul>



	<p>picture e.g. 'What do you think they are making?'</p> <p>*Work out how people feel when 'reading' non-verbal communication or when looking at clues in a picture.</p>	<p>*Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>*Reads a wide range of common exception words.</p>	<p>awareness of full stops (with support).</p> <p>*Use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>*Identify or write 25+ graphemes on hearing corresponding phonemes</p>	<p>* Before and after</p> <p>*Days of the week</p> <p>*Months of the year</p> <p>*Compare lengths and heights</p> <p>*Measure length using objects</p> <p>*Measure length in centimetres</p> <p>*Heavier and lighter</p> <p>*Measure mass and Compare mass</p> <p>*Full and empty</p>	<p>taste or take medicines without a trusted adult being with us. *Explain why we should never take someone else's medication.</p> <p>*Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).</p> <p>*Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination).</p> <p>*Explain how doing our favourite things make us feel.</p>
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<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Understands that money is a means of exchange - class shop, buying desirable items, using real money.</li> <li>*Plays 'shops' in role-play area, -baskets, trolleys, different sized bags etc, -till</li> <li>*Recognises a £1 coin</li> <li>-understands the concept that £1 will buy one item.</li> <li>*Knows which coin to use</li> <li>*Stores money in purse and then in bag when going into the community</li> <li>-remembers where money is stored.</li> <li>*Shops to a shopping list (symbols)</li> <li>*Can check off items bought against the shopping list</li> <li>*Navigates a supermarket to find items on list</li> <li>*Takes items to till -joins queue, puts on convey belt, waits, hands money over, gets change and receipt, packs shopping, unpacks shopping at school, putting items in relevant cupboards etc</li> <li>*Uses a self-service checkout</li> <li>*Knows how to be a café or restaurant customer, knows what to do if a tray is dropped, knows what to do if a drink is spilled, knows what to do if the wrong order is given.</li> <li>*Shows awareness of sharp objects in the classroom e.g., scissors</li> <li>*Shows an awareness of how to use equipment safely when in the cookery room.</li> <li>*Begins to understand the concept of a stranger.</li> <li>*Ask for help from trusted adults in school.</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>-change and receipt are put back into</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Can name and recognise some external parts of the body.</li> <li>*Understands the simple life cycle of a human e.g. baby, child, adult</li> <li>*Shows interest in different occupations and ways of life.</li> <li>*Beginning to recognise differences in people.</li> <li>*Understand the life cycle of a selection of animals.</li> <li>*Name adult and baby animals</li> <li>*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>*Understands the life cycle of a human.</li> <li>*Identifies and names a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Identifies and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>*Know how to take care of animals within the local environment.</li> <li>*Remembers and talks about/communicates about significant events in their own experience.</li> <li>*Recognises and describes special times or events for family or friends.</li> <li>*Understands occupations and can say jobs they would like/would not like.</li> <li>*Knows some of the things that make them unique and can talk about/communicate about some of</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Draws a range of 'lines' including, wavy, zig zag, circle.</li> <li>*Shows different emotions in their drawings and paintings e.g. happiness, sadness etc.</li> <li>*Understands that lines can be used to enclose a space and present objects.</li> <li>*Draws a face with all basic features.</li> <li>*Uses tools to achieve desired outcome.</li> <li>*Colours a picture</li> <li>*Shows their picture to a familiar adult.</li> <li>*Names their picture</li> <li>*Beginning to use representation to communicate e.g. drawing a line and saying/communicating 'That's me'.</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Develops an understanding of tone and line, including the concept of sketching.</li> <li>*Explores how parts of the body look separately.</li> <li>*Draws with increasingly complexity and detail.</li> <li>*Illustrates stories, events or people.</li> <li>*Colours a picture and stays within the lines.</li> <li>*Uses a range of media to 'paint', including exploring</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>*Creates sounds, movements, drawings to accompany stories</li> <li>*Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</li> <li>*Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>*Create their own songs or improvise a song around one they know.</li> <li>*Takes part in a musical performance</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Re-write a familiar song.</li> <li>*Compose a piece of music.</li> <li>*Compose music to tell a story.</li> <li>*Begins to build a collection of songs and dances</li> <li>*Use the correct terminology for the parts of a song e.g. Bridge, chorus, verse</li> <li>*Takes part in a</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Throw underarm and overarm.</li> <li>*Throw a ball towards a target with increasing accuracy.</li> <li>*Improve the distance they can throw by using more power.</li> <li>*Co-ordinates their hands and eyes to throw and catch an object.</li> <li>*Roll large equipment in different distances</li> <li>*Begin to catch slow moving objects</li> <li>*Throw different types of equipment in different ways, for accuracy and distance.</li> <li>*Taking turns when playing games with support.</li> <li>*Understands basic rules.</li> <li>*Participates in simple games, including ring games (e.g. duck, duck goose).</li> <li>*Enjoys taking part in physical activity in a group.</li> <li>*Taking turns.</li> <li>*Initiating turn taking.</li> <li>*Following the game rules.</li> <li>*Remembers rules without needing prompted by an adult.</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Throw with accuracy at targets of different heights and distances.</li> <li>*Investigate ways to alter their throwing technique to achieve greater distance.</li> <li>*Begin to throw to a partner and then receive the object back.</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Understands that a switch can turn something on and off.</li> <li>*Shows some understanding of an item being hot.</li> <li>*Knows when toast is ready.</li> <li>-can put toast back in the toaster if it is not ready.</li> <li>*Knows how to remove toast safely.</li> <li>*With support, uses a range or electrical equipment such as: <ul style="list-style-type: none"> <li>-blender</li> <li>-toaster</li> <li>-toastie maker</li> </ul> </li> <li>*Uses equipment to make a range of dishes (focusing on the process)</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Knows how to stay safe around electric sockets.</li> <li>*Knows what to do/what not to do if toast gets stuck in the toaster</li> <li>*Understands how the settings on a toaster work</li> <li>*Shows more independence when using a range of electrical equipment such as blenders, toasters and kettles.</li> <li>*Knows how to carry a kettle safely.</li> <li>*Knows how to fill a kettle, using an appropriate amount of water.</li> </ul>



<p>purse, then purse into bag (amount of change is not important here)</p> <ul style="list-style-type: none"><li>*Have a clear understanding of the concept of 'stranger danger'.</li><li>*Explain simple ways to stay safe online e.g., working with an adult, the use of passwords etc.</li></ul>	<p>the similarities and differences in relation to friends or family.</p> <ul style="list-style-type: none"><li>*Enjoys joining in with family customs and routines.</li><li>*Can talk about/communicate about past and present events in their own lives and in the lives of family members.</li><li>*Knows that other children don't always enjoy the same things and are sensitive to this.</li></ul>	<p>the use of water to alter tone when painting.</p> <ul style="list-style-type: none"><li>*Experiments with different brushes and other painting tools.</li></ul>	<p>musical performance</p> <ul style="list-style-type: none"><li>*Takes turns with peers when rehearsing or performing.</li></ul>	<ul style="list-style-type: none"><li>*Keeping the score.</li><li>*Avoiding a defender.</li><li>*Preventing an attacker from scoring.</li><li>*Plays a range of team games e.g. bench ball.</li><li>*Understands and accepts the concept of a winner/winning.</li><li>*Knows how to stay safe when taking part in physical activity.</li></ul>	<ul style="list-style-type: none"><li>*Makes a cup of tea or hot chocolate</li></ul>
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