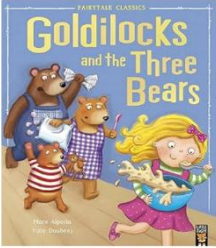
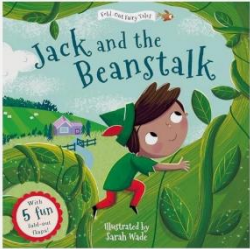
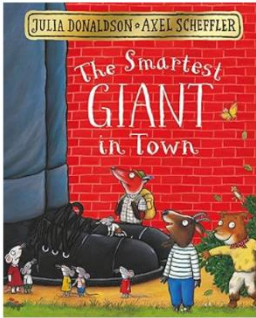




Summer 1 Medium Term Plan

Class: Forest    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>Goldilocks and the Three Bears - Mara Alperin</b></p>  <p><b>Jack and the Beanstalk – Sarah Wade</b></p>  <p><b>The Smartest Giant in Town – Julia Donaldson</b></p> 	<p><b>Most Children</b>            *Claps out up to five syllable words.            *Counts the number of claps/syllables in a word (up to 3 then up to 5)            *Sorts words/objects based on the number of claps/syllables they contain.            *Links sounds to letters and can sound out most single letters.            *Knows that words start with the same phoneme but may not be able to name it.</p> <p><b>Some Children</b>            *Segments the sounds in simple words and blend them together, knowing which letters represent some of them.            *Holds three phonemes and say them back e.g. CVC word.            *Uses phonic knowledge to read single words.            *Uses phonic knowledge to read sentences.            *Recognises digraphs and knows the sound they make.            *Names the letters of the alphabet in upper/lower case.            *Uses phonic knowledge confidently to read new and unfamiliar words            *Reads words with more than one syllable that contain taught sounds.</p>	<p><b>Most Children</b>            *Repeats patterns of sound with up to three different sounds in order.            *Listens to songs and stories with increasing attention and recall.            *Repeats repetitive words, sounds or phrases from a story or rhyme.            *Fills in missing words, sounds or phrases in familiar stories or rhymes.            *Recognises some common written words e.g. mum, cat etc.            *Sequences up to three pictures to show order of events.            *Talks about (or sign, use communication boards etc) events in a story.</p> <p><b>Some Children</b>            *Beginning to understand ‘why’ and ‘how’.            *Understands that different verbs can carry the same meaning e.g run/jog or hold/carry.            *Understands who, what, where if used in simple questions asked within the here and now.            *Associates lower with upper case letters.            *Recognises some high frequency vocabulary.            *Reads familiar, phonetic words and key sight vocabulary at word level.            *Predicts how a story might end.            *Predicts what a story might be about after reading the title.            *Predicts what might happen based on what has been read so far.</p>	<p><b>Most Children</b>            *Communicates clearly, even when they have lots to think about and say.            *Knows how to ask others for clarification if they have not been understood.            *Holds three phonemes in more complex tasks e.g. writing a word            *Repeats two phonemes, numbers, words or syllables in order.            *Identifies the initial letter of my name            *Knows that marks and symbols have meaning            *Includes a variety of letters and shapes within lines of scribble</p> <p><b>Some Children</b>            *Attempts to write words using letter sound knowledge            *Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.            *Writes some or all of their name in the correct order            *Begins to write labels and lists            *Offers explanations and more detail when asked.            *Aware of listener when speaking.            *Holds a sentence and repeat back the words in the right order</p>	<p><b>Most Children</b>            *Responds to both informal language and common shape names            *Shows awareness of shape similarities and differences between objects            *Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes            *Finds 2-D shapes within 3-D shapes            *Uses 3-D shapes for tasks            3-D shapes in the environment            Identify more complex patterns            *Copies and continue patterns            *Focus on 6 and 7 as ‘5 and a bit’            *Compares sets and use language of comparison: more than, fewer than, an equal number to</p> <p><b>Some Children</b>            *Makes unequal sets equal            *Focus on the ‘staircase’ pattern and ordering numbers            *Focus on ordering of numbers to 8            *Uses language of less than            Focus on 7</p>	<p><b>Most Children</b>            *Identifies visible changes from being a baby to now.            *Identify baby/child/adult.            *Engages in role play activities with a baby e.g. bathing, rocking, singing etc (showing more independence)            *Understands the concept of boy/girl            *Takes turns to speak, accepting the need to ‘wait’.            *Plays alongside peers, sharing resources and taking turns.</p> <p><b>Some Children</b>            *Understands that the needs of babies, children, adults and elderly differ.            *Identifies the stages of the human life cycle.            *Describes things we can do now that we couldn’t do when we were younger.            *Identifies things we will be able to do when we are adults.            *Asks questions to collect information            *Listens to and accept the opinions of others            *Works together as part of a group to achieved a shared goal.</p>



<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>*Begins to understand the concept of a stranger.</li> <li>*Asks for help from trusted adults in school.</li> <li>*Chooses an item to buy</li> <li>*Shops to a shopping list (symbols)</li> <li>*Checks off items bought against the shopping list</li> <li>*Carries own shopping in a bag, back to school.</li> <li>*Uses a trolley/basket with care.</li> <li>*Knows how to be a café or restaurant customer.</li> <li>*Selects clothing type according to weather when asked to put on clothing for warm/cold day</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Has a clear understanding of the concept of 'stranger danger'.</li> <li>*Creates own shopping list using words or symbols</li> <li>*Navigates a supermarket to find items on list</li> <li>*Demonstrates understanding that different weather requires different clothing</li> <li>*Puts on a specific type of clothing on request</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Names simple objects e.g. ice cream, bubbles, cup.</li> <li>*Knows where objects belong e.g. ice cream in a freezer.</li> <li>*Follows simple verbal instructions e.g. "Stir the tea.</li> <li>*Notifies detailed features of objects in their environment.</li> <li>*Shows care and concern for living things and the environment.</li> <li>*Begins to observe changes in plants</li> <li>*Knows that plants need water and sun</li> <li>*Uses technology to capture photographs/videos</li> <li>*Deletes unwanted photographs/videos</li> <li>*Uses a range of settings when taking photos</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>*Talks about/communicates some of the things they have observed such as plants, animals, natural and found objects.</li> <li>*Completes simple descriptions about what happened, e.g.. "The water." (adult) "...got hot." (pupil)</li> <li>*Understands what plants need to stay alive.</li> <li>*Understands the importance of caring for all living things.</li> <li>*Names parts of a plant</li> <li>*Names a range of common plants</li> <li>*Selects and uses technology for particular purposes</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Shows more independence when manipulating materials.</li> <li>*Begins to use 'junk' to build a model.</li> <li>*Explore a range of joining techniques.</li> <li>*Explores balancing when building using a range of resources.</li> <li>*Sticks pieces of dough together.</li> <li>*Uses available resources to create props to support role-play.</li> <li>*Plays alongside other children who are engaged in the same theme.</li> <li>*Introduces a storyline or narrative into their play.</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>*Begins to collect some resources needed for lesson/activity.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Models with a purpose, knowing what they want to make.</li> <li>*Evaluates own sculpture/model.</li> <li>*Communicates likes and dislikes about their own and others sculpture/model.</li> <li>*Gives their model a name.</li> <li>*Chooses own resources for lesson/activity.</li> <li>*Collects resources and puts resources away.</li> <li>*Draws with increasingly complexity and detail.</li> <li>*Illustrates stories, events or people.</li> <li>*Takes part in simple pretend play, using an object to represent something else, even though they are not similar.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Experiences the relationship between music and emotion.</li> <li>*Experiences extremes of sound.</li> <li>*Experiences a graduation of sound.</li> <li>*Explores the concept of soft (quiet) and loud.</li> <li>*Explores the concept of soft (quiet) and loud using the same instrument.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Explores the concept of listening e.g. Chinese whispers.</li> <li>*Uses drawing to represent ideas like movement or loud noises.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Independently enters the pool safely.</li> <li>*Independently exits the pool safely.</li> <li>*Uses stroking movement with arms.</li> <li>*Can balance float on back.</li> <li>*Submerges head in water.</li> <li>*Kicks with straight legs.</li> <li>*Moves in the water independently.</li> <li>*Takes feet off the bottom of the pool when on front independently.</li> <li>*Takes feet off the bottom of the pool when on back independently.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Floats on back and kick legs to move.</li> <li>*Begins to use arms and legs together to move across the water.</li> <li>*Kicks legs with support independently on front.</li> <li>*Kicks legs with support independently on back.</li> <li>*Moves through the water on front independently.</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: toaster and microwave.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <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>*Using a blender, knows how to: <ul style="list-style-type: none"> <li>-place jug on the base</li> <li>-takes jug off the base</li> </ul> </li> </ul>