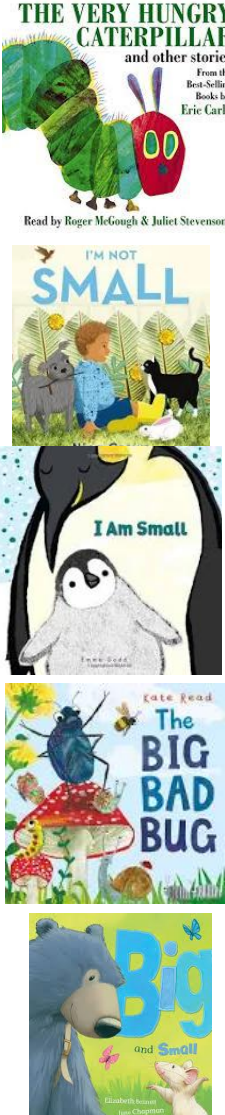




Summer 1 Medium Term Plan

Class: Sage

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>Most Children</p> <ul style="list-style-type: none"> *Recognise some letters and symbols. *Enjoy rhyming stories, songs and rhymes. *Can recognise and name/match sounds in my environment <p>Some Children</p> <ul style="list-style-type: none"> *Begin to re-enact simple stories or real-life situations through role play *Copy finger movements and other gestures linked to rhyme, songs and stories. *Join in with actions linked to a familiar rhyme, songs and stories. *Begin to copy and repeat sounds, actions, words or phrases. *Repeat repetitive words, sounds or phrases from a story or rhyme. *Fill in missing words, sounds or phrases in familiar stories or rhymes. *Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol *Links sounds to letters and can sound out most single letters. *Orally blends compound words e.g foot-ball/rain-bow. *Orally blends CVC words with short phonemes e.g. c-a-t/s-un *Recognises single graphemes and knows the sound they make. *Uses phonic knowledge to read single words. 	<p>Most Children</p> <ul style="list-style-type: none"> *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. *Match objects to pictures *Understand simple verb instructions with a gesture *Show an interest in pictures or photographs. *Show a preference for a specific book from a small selection presented. *Respond to very simple questions <p>Some Children</p> <ul style="list-style-type: none"> *Select symbols to build a caption of phrase *Copy an adult pointing to words as they read. *Can match some familiar words to pictures *Understand simple verb instructions with a gesture e.g. eat, drink, sleep *Point to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' *Point to words and pictures when asked, showing an understanding of the difference between them. *Understand who, what, where if used in simple questions asked within the here and now. 	<p>Most Children</p> <ul style="list-style-type: none"> *Enjoy drawing freely *Can make controlled marks which have repetitive elements *Trace circular movements *Trace horizontal movements *Imitate circular strokes *Imitate horizontal strokes *Imitate vertical strokes. *Show preference for one hand *Draw lines or shapes on a small scale *Create horizontal scribble with a writing tool. *Begin to use a tripod grasp *Show control of a writing Implement <p>Some Children</p> <ul style="list-style-type: none"> *Distinguish between the marks I make. *Make marks on their picture to stand for their name. *Identify the initial letter of my name *Make marks to represent their name *Include a variety of letters and shapes within lines of scribble *Colour in a picture and keeps within the lines most of the time *Write some or all of their name in the correct order *Form some letters correctly. 	<p>Most Children</p> <ul style="list-style-type: none"> *Recognise big things and small things in meaningful contexts. *Select big and little objects on request. *Recognise some differences in size *Post items according to their shape by trial and error. *Match simple shapes *Recognise that two objects have the same shape *Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. *Show an interest in shape and space by playing with shapes or making arrangements with objects. <p>Some Children</p> <ul style="list-style-type: none"> *Explore shape resources *Explore more complex inset jigsaws *Make simple constructions *Follow on a repeating pattern with 2 different shapes. *Follow on a repeating pattern using 2 different colours. *Follow on repeating pattern using 2 different shapes. 	<p>Most Children</p> <ul style="list-style-type: none"> *Identify baby/child/adult. *Engage in role play activities with a baby e.g. bathing, rocking, singing etc (showing more independence) *Understand the concept of kind hands <p>Some Children</p> <ul style="list-style-type: none"> *Identify visible changes from being a baby to now. *Begin to understand the concept of 'keeping your hands to yourself' *Understand how to communicate when you don't like something.



<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> *Knows how much food is appropriate to put in their mouth *Handles a range of food stuff independently *Recognises needing the toilet independently <i>-communicates this need</i> <i>-asks for help when needed</i> *Places coat on a hook *Fastens and unfastens zips *Puts on and takes off a top with minimal support *Dresses self in sequence *Explores and plays with money in role play situations-baskets, trolleys, different sized bags etc, till</p> <p><u>Some Children</u> *Can change their nappy and put the dirty nappy in the bin following a visual sequence *Can wipe themselves after using the toilet *Select clothing type according to weather when asked to put on clothing for warm/cold day *Follow a two step instruction when getting dressed/undressed *Understand that money is a means of exchange- class shop, buying desirable items, using real money. *Recognise a £1 coin-understands the concept that £1 will buy one item. *Choose an item to buy *Carry own shopping in a bag, back to school. *Use a trolley/basket with care</p>	<p><u>Most Children</u> *Plant seeds and care for growing plants. *Observe things growing *Explore a range of plants/trees/flowers</p> <p><u>Some Children</u> *Show care and concern for living things and the environment. *Begin to observe changes in plants *Know that plants need water and sun</p>	<p><u>Most Children</u> *Work alongside adults to press, roll or pinch – playdough, plasticine, clay. *Roll dough *Roll dough into a rough ball. *Use dough cutters. *Press objects into dough. *Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p><u>Some Children</u> *Show more independence when manipulating materials. *Explore a range of joining techniques. *Explore balancing when building using a range of resources. *Stick pieces of dough together. *Use tools to cut and manipulate dough.</p>	<p><u>Most Children</u> *Experience variations in sound, including quiet. *Experience soft (quiet) and loud. *Listen to soft (quiet) and loud using the same instrument. *Create sounds by rubbing, shaking, tapping, striking or blowing</p> <p><u>Some Children</u> *Explore the concept of soft (quiet) and loud. *Explore the concept of soft (quiet) and loud using the same instrument. *Experience extremes of sound. *Experiences a graduation of sound.</p>	<p><u>Most Children</u> *Show the difference between walking and running. *Transition from running to walking with ease and fluency. *Run with arms and legs co-ordinated. *Run from a start point to an end point. *Begin to balance on one leg for longer moments of time. *Jump up and down on the spot.</p> <p><u>Some Children</u> *Vary their pace and speed when running. *Jog in a straight line. *Run along a non-straight trail. *Change direction when jogging. *Complete an obstacle course with support. *Run safely in a space, showing an awareness of others and objects around them. *Perform different types of jumps: -two feet to two feet -two feet to one foot -one foot to the same foot -one foot to the opposite foot -star jumps -tuck jump * Jump over flat objects. *Jump as high as possible. *Jump as far as possible. *Perform a short jumping sequence. *Understand to bend knees on landing for safety</p>	<p><u>Most Children</u> *Knows that toast is made in a toaster. *Presses down the lever on a toaster. *Waits for the toast to cook. *Tolerates waiting for an item to cook/cool/set etc. *Shows some understanding/awareness that an item may change its appearance when Cooking</p> <p><u>Some Children</u> *Understands that a switch can turn something on and off. *Shows some understanding of an item being hot. *Knows when toast is ready. -can put toast back in the toaster if it is not ready. *Knows how to remove toast safely. *With support, uses a range or electrical equipment such as: -blender -toaster -microwave *Uses equipment to make a range of dishes (focusing on the process) *Checks on food being cooked/setting etc with adult support.</p>