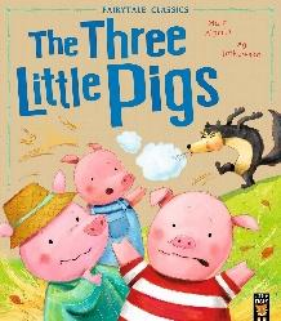
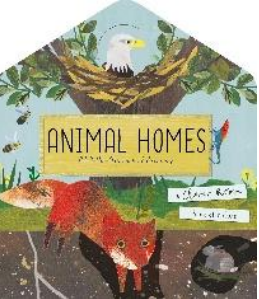
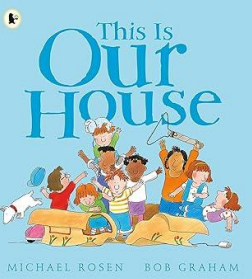




Summer 2 Medium Term Plan

Class: Rainbow

Topic: Who Lives in a House Like This?

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p>The Three Little Pigs</p>  <p>Animal Homes</p>  <p>This is our House</p> 	<p>Most Children</p> <ul style="list-style-type: none"> *Uses hands to explore objects. *Vocalisations contain vowels and consonants. *Uses body language, pointing or gesture to gain attention of others. *Looks for responses and reactions to actions or communication.. *Recognises the object shown in a photograph. *Engages with familiar songs, rhymes and stories *Responds to early interaction rhymes *To understand that meaning is shown through familiar symbols <p>Some Children:</p> <ul style="list-style-type: none"> *Uses sounds alongside some real words *Vocalisations are beginning to sound word like. *Can recognise sounds in my environment. *To keep a steady beat to a piece of music or to a rhythm. *To match two of the same objects. *Recognises some letters and symbols. *Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol *Copies simple rhythms using claps, instruments or body percussions. 	<p>Mot Children</p> <ul style="list-style-type: none"> *Tracks object or pictures from left to right. *Engages in shared reading activities. *Recognises the object shown in a photograph. *To be exposed to a wide range of vocabulary *To begin to understand single words *Turns pages in books. *Recognises emotional tones in a familiar voice. <p>Some Children</p> <ul style="list-style-type: none"> *Indicates to an adult that they want them to read a specific book. *Develops listening and comprehension skills. *Handles books independently. *Attempts to copy finger movements and other gestures linked to rhyme, songs and stories. *Shows an interest in illustrations and print in the environment. *Joins in with actions linked to a familiar rhyme, songs and stories *Uses sounds alongside some real words. *Begins to copy and repeat sounds, actions, words or phrases. *Attempts to keep a beat in simple body percussion activities. *Recognises some letters and numbers. *Fills in missing words, sounds or phrases in familiar stories or rhymes. 	<p>Most Children</p> <ul style="list-style-type: none"> *Make marks on paper and on other surfaces *Make marks with a range of media *Scribble spontaneously when given paper and mark-making *Begin to explore a range of media *Recognise mark-making materials *To use a range of materials to mark make *Makes deliberate marks,. *Move, stretch and move arms freely up and down *Picks up small objects between thumb and fingers. *Holds a pencil with sufficient grip and pressure to make marks on paper choose to mark-make <p>Some Children</p> <ul style="list-style-type: none"> *Makes circular shapes with a drawing tool *Chooses to mark make *Makes connections between their movement and the marks they make. *Beginning to use three fingers (tripod grip) to hold writing tools 	<p>Most Children</p> <ul style="list-style-type: none"> *Shows awareness of some sounds and objects associated with specific activities e.g. hello song = start of day, going home song = end of day. *Gets to know and enjoy daily routines, such as snack time, dinner tie, play time and nappy time etc. *Beginning to anticipate times of the day such as mealtimes or home time *Enjoys filling and emptying containers. *is beginning to communicate the want for 'more' with adult support. *Exchanges symbols for actions *Put shapes and blocks into position <p>Some Children</p> <ul style="list-style-type: none"> * Takes part in turn taking activities where they are sometimes asked to 'wait' or 'wait longer' e.g. pressing a switch to produce a sound or light. *Demonstrate early understanding of volume when there is a clear contrast e.g. chooses full glass of preferred drink. *Select shapes for a reason *investigates fitting themselves inside and moving through spaces 	<p>Most Children</p> <ul style="list-style-type: none"> *Communicate likes and dislikes with food. *Explore the concept of healthy foods through sensory experiences. *Accept routines which support our physical health e.g. bed time, washing hands, baths etc *Join in with strategies to support our physical and mental well-being - including relaxation strategies *Joins in with physical movement activities *Begin to communicate being unwell, hurt or in pain to a familiar adult. *Communicate things they like. *Child to accept that they can not always do what they want to do. *Confidently explore equipment, taking risks. <p>Some Children</p> <ul style="list-style-type: none"> *Child to choose which area of the classroom they want to explore *Child to choose own resources to create something of their choice e.g. choose which construction resources to use, which media to use to cut and stick with etc.



<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> *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><u>Some Children</u> *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><u>Most Children</u> *Recognise a range of animals *Recognise some animal noises *Enjoys pictures and stories about themselves, their families and other people. *Has a sense of own immediate family and relations *Beginning to show an interest in peers *Observes cause and effect. *Explores cause and effect toys.</p> <p><u>Some Children</u> * Begins to show an understanding that animals need food and water *Explore simple science equipment e.g. magnifying glass, magnets, pipettes etc *Is curious about people and shows interest in stories about themselves and their family. *To match picture to picture/object to picture/object to symbol etc. *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc</p>	<p><u>Most Children</u> *Explores mark making using hands and feet to create marks, including lines. *Uses a range of materials to mark make. *Uses a range of tools to mark make. *Tolerates body parts being used for printing. *Uses fingers, feet and a range of brushes to create marks.</p> <p><u>Some Children</u> Creates sound effects and movements e.g. creates the sound of cars, animals etc *Takes photos and videos. *Makes deliberate marks,. *Randomly changes colour *Realises there is a range of colours that can be used. *Draws a face with some noticeable features.</p>	<p><u>Most Children</u> *Respond to early interaction rhymes involving physical closeness and being face-to-face. *Indicate wanting 'more' during interaction rhymes and, later, initiate them. * *Enjoys joining in with moving, dancing and ring games. *Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns *To experience sound in nature. *Experiment with a range of media – tools, materials, and whole body movement – through multi-sensory exploration. *Use the whole body to explore and experiment with space, texture, sounds, rhythms, materials and tools. *Has favourite song(s) *React to sudden and loud sounds.</p> <p><u>Some Children</u> *Sings to self and makes up simple songs *Initiates favourite songs thorough action or other cues. *Initiates favourite songs thorough action or other cues. *Makes sounds with body parts.</p>	<p><u>Most Children</u> *Stay in a pool without protest. *To wear appropriate swim wear (e.g. swimming costume, armbands) *Enter a pool safely with support. *Exit a pool safely with support. *Move in the water with some support from swimming aids. *Put feet to the bottom of the pool.</p> <p><u>Some Children</u> *To walk in the water independently. *Maintain balance in the water. *Take feet off bottom of pool when supported by an adult when on your front. *Take feet off bottom of pool when supported by an adult when on your back.</p>	<p><u>Most Children</u> *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 *Understands that a switch can turn something on and off. *Tries some new foods, with encouragement.</p> <p><u>Some Children</u> *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 *Tolerates waiting for an item to cook/cool/set etc. *Shows some understanding/awareness that an item may change its appearance when cooking. *Shows some understanding of an item being hot. *Recognises and names a range of food,</p>