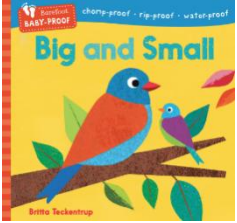

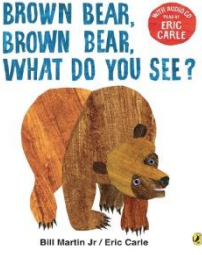
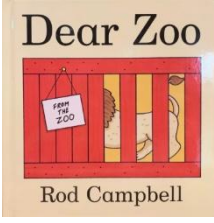




Summer 1 Medium Term Plan

Class: Blossom

Topic: Big and Small

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Physical Development and Mark Making</u>	<u>Maths</u>	<u>PSHE/British Values</u>
   	<p>Most Children</p> <ul style="list-style-type: none"> *Accepts an object being placed into hands. *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Looks for responses and reactions to actions or communication. *Enjoys rhyming stories, songs and rhymes. *Reacts to sudden and loud sounds. *Reacts to normal, everyday sounds. <p>Some Children</p> <ul style="list-style-type: none"> *Matches two of the same objects. *Indicate wanting 'more' during interaction rhymes. 	<p>Most Children</p> <ul style="list-style-type: none"> *Accepts an object being placed into hands. *Visually alert and can/will fixate on a familiar person or object. *Enjoys rhyming stories, songs and rhymes. <p>Some Children</p> <ul style="list-style-type: none"> *Indicate wanting 'more' during interaction rhymes. *Turns pages in books. *Handles books independently. *Begins to join in with actions linked to a familiar rhyme, songs and stories. 	<p>Most Children</p> <ul style="list-style-type: none"> *Holds an object in each hand and brings them together in the middle e.g. holds two blocks and bangs them together. *Enjoys the sensory experience of making marks in damp sand, paste or paint. *Makes connections between their movement and the marks they make. *Will make marks on paper and on other surfaces *Explore with a range of musical instruments *Makes marks with a range of media <p>Some Children</p> <ul style="list-style-type: none"> *Will tolerate tools in their hand to mark-make *Picks up small objects between thumb and fingers. *Can recognise mark-making materials 	<p>Most Children</p> <ul style="list-style-type: none"> *Tolerates number rhymes and songs. *Takes part in finger rhymes/songs with numbers *Explores differently sized and shaped objects * Explores the characteristics of objects, e.g. by rolling a ball or sliding a block * Explores objects by touch, banging them, moving them, dropping them, etc. *Beginning to put objects inside others and take them out again <p>Some children</p> <ul style="list-style-type: none"> *Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. 	<p>Most Children</p> <ul style="list-style-type: none"> *To explore stimuli linked to cultural festivals and celebrations *Begin to understand the concept of kind hands. *Respond to adult modelling/visual stimuli for how to show responses if we are unhappy/uncomfortable with the way someone is touching us. *Explore different areas of the classroom <p>Some Children</p> <ul style="list-style-type: none"> *Communicates likes or dislikes when around different people *Communicate the want for a song/game to be repeated.



<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 more actively in the dressing process *Accepts being told 'no' within a shop setting *Tolerates wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream *Co-operates physically during familiar routines</p> <p><u>Some Children</u> *Looks at common items of clothing when named *Participates actively when being helped to dress *Pulls their pants/nappy/underpants up and down *Can hand over money at the till with adult support *Participates more actively in the dressing process</p>	<p><u>Most Children</u> *Explore a range of items using senses *Engage in sensory stories *Observes cause and effect. *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc *Explores a range of plants/trees/flowers</p> <p><u>Some Children</u> *Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. *Plant seeds and care for growing plants.</p>	<p><u>Most Children</u> *Explores and shows an interest a range of textures and media. *Uses senses to explore materials *Tolerates hands being washed. *Runs hands through a range of media e.g. rice, water, sand, etc. *Explores mark making using hands and feet to create marks, including lines. *Works alongside adults to press, roll or pinch – playdough, plasticine, clay. *Rolls dough *Uses dough cutters. *Presses objects into dough.</p> <p><u>Some Children</u> *Recognises when hands need to be washed. *Rolls dough into a rough ball. *Presses objects into dough</p>	<p><u>Most Children</u> *Communicates likes/dislikes related to the sound a musical instrument makes. *Has favourite song(s) *Experience and tolerate: -body sounds -struck and shaken instruments *Experiences soft (quiet) and loud. *Listens to soft (quiet) and loud using the same instrument.</p> <p><u>Some Children</u> *Experiences variations in sound, including quiet. *Creates sounds by rubbing, shaking, tapping, striking or blowing</p>	<p><u>Most Children</u> *Moves without falling or tripping *Climbs up steps one leg then the other on the same step *Roll over from front to back then back to front. *Participates in calm time e.g. lie/ sit down.</p> <p><u>Some Children</u> *Avoid bumping to others when moving around at a walking pace. *Know what roll means. *Roll from sitting to back then back to sitting position.</p>	<p><u>Most Children</u> *Preparing for a cooking activity, tolerating: -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up *Uses cookie cutters in play (playdough) *Communicates foods they like/dislike *Explores food from a range of countries and cultures using sensory activities, exploring colour, smell etc. *Tolerates waiting for an item to cook/cool/set etc. *Presses down the lever on a toaster.</p> <p><u>Some children</u> *Shows some independence when washing hands *Communicates the need for help *Waits for the toast to cook.</p>