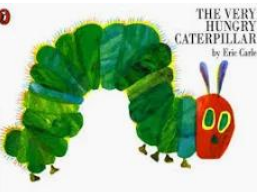
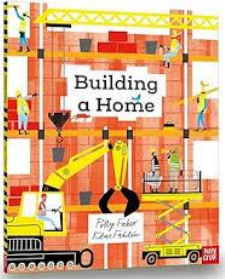





Summer 2 Medium Term Plan

Class: Emerald

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>*Identifies initial phoneme in a word</li> <li>*Identifies the odd one out when hearing words that all but one begin with the same sound.</li> <li>*To orally blend syllables.</li> <li>*To orally blend CVC words.</li> <li>*To segment the sounds in simple words and blend them together, knowing which letters represent some of them.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To link sounds to letters and can sound out some Phase 3 sounds (phonemes and digraphs).</li> <li>*Segments the sounds in simple words and blend them together, knowing which letters represent some of them.</li> <li>*Holds three phonemes and say them back e.g. CVC word.</li> <li>*Uses phonic knowledge to read single words.</li> <li>*Uses phonic knowledge to read sentences.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Recognises some high frequency vocabulary.</li> <li>*Read familiar, phonetic words and key sight vocabulary at word level.</li> <li>*Links sounds to letters and can sound out most single letters.</li> <li>*Identifies the odd one out when hearing words that all but one begin with the same sound.</li> <li>*Recognises single graphemes and knows the sound they make.</li> <li>*Identifies final phonemes in a word.</li> <li>*Identifies medial phonemes with long vowels.</li> <li>*Identifies medial phonemes with short vowels.</li> <li>*Segments the sounds in simple words and blend them together, knowing which letters represent some of them.</li> <li>*Holds three phonemes and say them back e.g. CVC word.</li> <li>*Uses phonic knowledge to read single words.</li> <li>*Recognises digraphs and knows the sound they make.</li> <li>*Sequences up to three pictures to show order of events.</li> <li>*Answers questions (who, what, where) about a story verbally or using signs/symbols/gestures</li> <li>*Explains what is happening in a picture.</li> <li>*Lifts meaning from a picture e.g. what is he doing/what is happening etc?</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*I am beginning to write labels and lists</li> <li>*Draws lines or shapes on a small scale</li> <li>*Answers some simple questions about their writing with prompts.</li> <li>*Leaves a space between groups of letters or symbols</li> <li>*Orders symbols from left to right</li> <li>*Forms some letters correctly.</li> <li>*Labels a simple diagram</li> <li>*I can identify or write 10+ graphemes on hearing</li> <li>*Reads their writing aloud</li> <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>*Write some learnt tricky words.</li> <li>*Attempts to write words using letter sound knowledge</li> <li>*Colours in a picture and keeps within the lines most of the time</li> <li>*To use writing in purposeful play blend them together.</li> <li>*I link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>*I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>*Writes some or all of their name in the correct order</li> <li>*I independently segment compound words.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Focus on ordering of numbers to 8</li> <li>*Use language of less than</li> <li>*Focus on 7</li> <li>*Doubles – explore how some numbers can be made with 2 equal parts</li> <li>*Sorting numbers according to attributes - odd and even numbers</li> <li>*Counting – larger sets and things that cannot be seen</li> <li>*Subitising – to 6, including in structured arrangements</li> <li>*Composition – ‘5 and a bit’</li> <li>*Composition - of 10</li> <li>*Comparison – linked to ordinality</li> <li>*Play track games</li> <li>*Describe turns</li> <li>*Describe position – left and right</li> <li>Describe position – forwards and backwards</li> <li>Describe position – above and below</li> <li>*Recognise and name 3-D shapes</li> <li>*Find 2-D shapes within 3-D</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Identify some healthy foods.</li> <li>*Recognise ‘treat’s (foods that should only be eaten once in a while).</li> <li>*Recognise foods we like/do not like to eat.</li> <li>*Shows more independence when brushing teeth.</li> <li>*Join in with simple hygiene routines.</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>*Understand that clothes can keep us warm and that we wear different cloths in different weathers.</li> <li>*Recognise the feeling of being tired and begins to communicate this feeling.</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>*Accept help from medical professions when needed</li> <li>*Understand the concept of people who help us and begin to recognise that different services help</li> </ul>

	<p>*Recognises digraphs and knows the sound they make.</p>	<p>*Knows when a page is missed out from a familiar story.</p> <p>*Makes a simple prediction about what might happen next in a story.</p> <p>*Answers simple 2 key word questions about a story e.g. 'Is the bear black?' Yes/No</p> <p><b><u>Some Children</u></b></p> <p>*Uses phonic knowledge to read sentences.</p> <p>*Segments the sounds in simple words and blend them together, knowing which letters represent some of them.</p> <p>*Holds three phonemes and say them back e.g. CVC word.</p> <p>*Uses phonic knowledge to read single words.</p> <p>*Recognises digraphs and knows the sound they make.</p> <p>*Understands 'who', 'what' and 'where' if used out of the here and now.</p> <p>*Communicates clearly, even when they have lots to think about and say.</p> <p>*Knows if there is a word within a longer word e.g. cat/caterpillar or spy/spider.</p> <p>*Orally blends CVC words with long phonemes e.g. sh-ar-k/ s-ao-p.</p> <p>*Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n</p>	<p>*I identify initial sounds</p> <p><b><u>Some Children</u></b></p> <p>*I attempt to write short sentences in meaningful contexts although may not be accurate. (For example 'A dog on the mat.' May be 'a d o m')</p> <p>*Reads' their writing aloud</p> <p>*I segment a syllable from a word with two syllables.</p> <p>*I segment a syllable from a word with three syllables.</p> <p>*I segment words at onset-rime level, segmenting the initial consonant or consonant cluster.</p> <p>*I segment a phoneme from the end of a word.</p> <p>*I segment a phoneme from a blend in a CCVC or CVCC word.</p> <p>*I segment a phoneme from any location in longer words.</p>	<p>shapes</p> <p>*Identify and name circles and triangles</p> <p>*Compare circles and triangles</p> <p>*Shapes in the environment</p> <p>*Describe position</p> <p>*Identify and name shapes with 4 sides</p> <p>*Combine shapes with 4 sides</p> <p>*Shapes in the environment</p> <p>*My day and night</p> <p><b><u>Some Children</u></b></p> <p>*Shows awareness of shape similarities and differences between objects</p> <p>*Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</p> <p>*Compare lengths and heights</p> <p>*Measure length using objects</p> <p>*Heavier and lighter</p> <p>*Full and empty</p>	<p>different groups of people e.g. doctors/dentist/vet etc</p> <p>*Engage in role play activities linked to people who help us.</p> <p>*Respond consistently to signs and symbols linked to keeping well e.g. stop, danger, do not touch.</p> <p><b><u>Individual Liberty</u></b></p> <p>*Child to choose which area of the classroom they want to play/work in.</p> <p>*Child to choose resources to use.</p> <p>*Communicate favourite things.</p> <p>*Accept mistakes being made.</p> <p>*Confidently explore equipment, taking risks.</p> <p><b><u>Some Children</u></b></p> <p>*Recognise that some people may not be able to eat certain foods because it will make them unwell (allergies).</p> <p>*Explains what might happen to our teeth if they are not regularly brushed/too much sugar is consumed.</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</li> <li>-class shop, buying desirable items, using real money.</li> <li>*Plays 'shops' in role-play area</li> <li>-baskets, trolleys, different sized bags etc</li> <li>-till</li> <li>*Recognises a £1 coin</li> <li>-understands the concept that £1 will buy one item.</li> <li>*Chooses an item to buy</li> <li>*Shops to a shopping list (symbols)</li> <li>*Can check 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>*Uses basic social interaction skills within a shop setting e.g. hello/goodbye</li> <li>*Shows more independence when handing over money to a cashier</li> <li>*Waits for change and receipt</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Knows how to be a café or restaurant customer</li> <li>-decides what they want</li> <li>-carries a tray</li> <li>-finds an empty table</li> <li>-puts rubbish in the bin</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Meet's and greets people in an appropriate way</li> <li>*Shows an awareness that they have similarities and differences that connect them to, and distinguish them from, others.</li> <li>*Shows interest in the lives of people who are familiar to them</li> <li>*Shows interest in different occupations and ways of life.</li> <li>*Beginning to recognise differences in people.</li> <li>*Shows care and concern for living things and the environment.</li> <li>*Name a range of animals</li> <li>*Knows where some animals live</li> <li>*Knows that some animals are kept as pets</li> <li>*Names parts of an animal e.g. tail, whiskers, claws</li> <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> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Matches adult animals to baby animals.</li> <li>*Begins to know where some animal's live</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Chooses own resources for lesson/activity.</li> <li>*Collects resources and puts resources away.</li> <li>*Washes resources e.g. paint pots, brushes etc.</li> <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>*Uses a range of media to 'paint', including exploring the use of water to alter tone when painting.</li> <li>*Experiments with different brushes and other painting tools.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Experiences changes in musical structure e.g. lights on for verse and off for chorus</li> <li>*Learn a song with AB structure.</li> <li>*Enjoys joining in with moving, dancing and ring games.</li> <li>*Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>*Sings to self and makes up simple songs.</li> <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>*Fill in gaps within familiar songs, rhymes and mantras</li> <li>*Listen attentively, move to and talk/communicate about music, expressing their feelings and responses.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Refine basic movement skills including</li> <li>-rolling</li> <li>-crawling</li> <li>-hopping (progress from jump)</li> <li>-skipping</li> <li>*Move safely in a space showing greater awareness of others and obstacles when moving at speed.</li> <li>*Vary their pace and speed when running.</li> <li>*Run along a non-straight trail.</li> <li>*Change direction when jogging.</li> <li>*Complete an obstacle course with support.</li> <li>*Run safely in a space, showing an awareness of others and objects around them.</li> <li>*Perform different types of jumps:</li> <li>-two feet to two feet</li> <li>-two feet to one foot</li> <li>-one foot to the same foot</li> <li>-one foot to the opposite foot</li> <li>-star jumps</li> <li>-tuck jump</li> <li>*Jump over flat objects.</li> <li>*Jump as high as possible.</li> <li>*Jump as far as possible.</li> <li>*Experiment with jumping different distances.</li> <li>*Perform a short jumping sequence.</li> <li>*Understand to bend knees on landing for safety.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Run with basic techniques over different distances.</li> <li>*Show good posture and balance.</li> <li>*Sprint in a straight line.</li> <li>*Preform different types of jumps</li> <li>-half turn jumps</li> <li>-leaps</li> <li>-bunny hop</li> <li>-frog jump</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Can say which equipment in the kitchen gets hot.</li> <li>*Asks for 'help' using preferred form of communication</li> <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:</li> <li>-blender</li> <li>-toaster</li> <li>-toastie maker</li> <li>-slow cooker</li> <li>-air fryer</li> <li>-microwave</li> <li>*Uses equipment to make a range of dishes (focusing on the process)</li> <li>*Shows an interest in tasting new/unfamiliar food from different countries or cultures.</li> <li>*Engages in role play activities linked to festivals and cultures (which include food)</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Sets a timer for a specific period of time.</li> <li>*Communicates to an adult when a timer has finished.</li> <li>*Checks on food being cooked/setting etc with adult support.</li> </ul>