
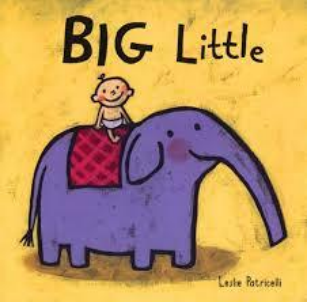
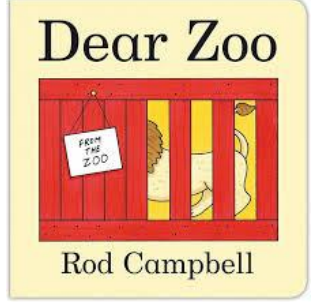




Summer 1 Medium Term Plan

**Class:** Rose      **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><b>Most Children</b>            *Enjoys rhyming stories, songs and rhymes.            *Reacts to normal, everyday sounds.            *Responds to early interaction rhymes.            *Selects familiar objects by name, finding the correct object from a small group of objects.</p> <p><b>Some Children</b>            *Attempts to copy finger movements and other gestures linked to rhyme, songs and stories.            *Begins to join in with actions linked to a familiar rhyme, songs and stories.            *Vocalisations are beginning to sound word like.            *Vocalisations contain vowels and consonants.</p>	<p><b>Most Children</b>            *Makes fleeting eye contact with speaker            *Recognises the object shown in a photograph.            *Uses hands to explore objects            *Recognises the object shown in a photograph.            *Shows an interest in illustrations and print in the environment.</p> <p><b>Some Children</b>            *Indicates to an adult that they want a specific book reading to them            *Selects familiar objects by name, finding the correct object from a small group of objects.            *Fixate on a familiar person or object e.g. in a sensory story.            *Chooses books to look at independently</p>	<p><b>Most Children</b>            *Make marks with a range of media            *To make marks on paper and other surfaces            *Move, stretch and move arms freely up and down            *Picks up small objects between thumb and fingers.</p> <p><b>Some Children</b>            *Chooses to mark make            *Holds a pencil with sufficient grip and pressure to make marks on paper            *Makes connections between their movement and the marks they make.            *Beginning to use three fingers (tripod grip) to hold writing tools</p>	<p><b>Most Children</b>            *Takes part in finger rhymes/songs with numbers            *Beginning to put objects inside others and take them out again            *Explores the characteristics of objects, e.g. by rolling a ball or sliding a block            *Recognises big things and small things in meaningful contexts.</p> <p><b>Some Children</b>            *Begins to anticipate the ending or key elements of rhymes, songs and number games.            *Selects big and little objects on request.            *Recognise some differences in size e.g. can match the big dog to the big dog and the little dog to the little dog.            *Sorts everyday objects where there is a large difference in size e.g., table spoon and teaspoons.            *Stacks objects using flat surfaces</p>	<p><b>Most Children</b>            *Understand the concept of a baby.            *Begin to engage in role play activities with a baby e.g. bathing, rocking, singing etc (with adult support)            *Begin to understand the concept of kind hands            *Respond to stimuli about some of the different kinds of families we might see.            *Explore different areas of the classroom</p> <p><b>Some Children</b>            *Communicates likes or dislikes when around different people            *Respond to adult prompting of the names for body parts            *Respond to adult modelling/visual stimuli for how to show responses if we are unhappy/uncomfortable with the way someone is touching us.</p>



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b><u>Most Children</u></b>            *Tolerates wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream            *Co-operates physically during familiar routines            *Participates more actively in the dressing process            *Actively engages in own toileting programme, accepts help from adults.            *Shows an awareness that items in shops need to be bought/paid for.            *Begins to understand that objects can cause harm.</p> <p><b><u>Some Children</u></b>            *Tolerates wearing dressing up clothes, will look at themselves in a mirror when dressed up.            *Explores dressing up clothes.            *Examines foods and produce handed to them briefly            *Can hand over money at the till with adult support.</p>	<p><b><u>Most Children</u></b>            *Observes things growing            *Explores a range of plants/trees/flowers            *Explores cause and effect toys.            *Explore simple science equipment e.g. magnifying glass, magnets, pipettes etc            *To match picture to picture/object to symbol etc.            *Explore a range of items using senses            *Communicates foods they like/dislike            *Explores new food – touch, smell etc.</p> <p><b><u>Some Children</u></b>            *Plant seeds and care for growing plants            *Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them            *Repeat actions that have an effect.            *Seeks to acquire basic skills in turning on and operating some ICT equipment.</p>	<p><b><u>Most Children</u></b>            *Works alongside adults to press, roll or pinch – playdough, plasticine, clay.            *Rolls dough            *Rolls dough into a rough ball.            *Uses dough cutters.            *Presses objects into dough.            *Realises there is a range of colours that can be used.            *Tolerates body parts being used for printing.            *Uses fingers, feet and a range of brushes to create marks.</p> <p><b><u>Some Children</u></b>            *Playdough used to sculpt            *Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.            *Tolerates wearing an art apron.            *Tolerates hands being washed.            *Recognises when hands need to be washed.</p>	<p><b><u>Most Children</u></b>            *Experiences variations in sound, including quiet.            *Experiences soft (quiet) and loud.            *Listens to soft (quiet) and loud using the same instrument.            *Makes sounds with body parts.            *React to sudden and loud sounds.            *React to normal, everyday sounds.            *Respond to early interaction rhymes involving physical closeness and being face-to-face.            *Indicate wanting ‘more’ during interaction rhymes and, later, initiate them.</p> <p><b><u>Some Children</u></b>            *Creates sounds by rubbing, shaking, tapping, striking or blowing            *Communicates likes/dislikes related to the sound a musical instrument makes.</p>	<p><b><u>Most Children</u></b>            *Identify a pool environment.            *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 adult.            *Move in the water with some support from swimming aids.            *Put feet to the bottom of the pool.</p> <p><b><u>Some Children</u></b>            *To walk in the water independently.            *Maintain balance in the water.            *Take feet off bottom off pool when supported by an adult when on your front.</p>	<p><b><u>Most Children</u></b>            *Preparing for a cooking activity, tolerating:            -washing hands            -drying hands            -wearing apron            -hair being tied back            -roll sleeves up            *Communicates foods they like/dislike            *Tolerates waiting for an item to cook/cool/set etc.            *Presses down the lever on a toaster.</p> <p><b><u>Some Children</u></b>            *Follow up to 3 instructions (with signs and symbols)            *Knows that toast is made in a toaster.            *Waits for the toast to cook.</p>