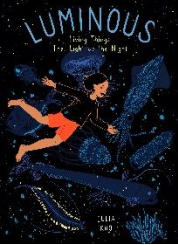
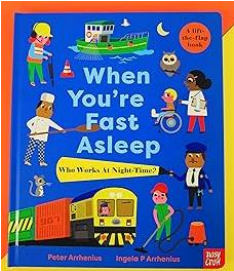
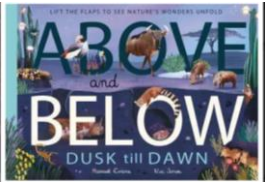




Spring 2 Medium Term Plan

Class: Emerald

Topic: Light and dark

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
 <p><b>Luminous: Living Things That Light up in the Night –</b> Julia Kuo</p>  <p><b>When You're Fast Asleep – Who Works at Night Time –</b> Peter Arrhenius and Ingela P. Arrhenius</p>  <p><b>Above and Below –</b> Harriet Evans and Nic Jone</p>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To take part in daily phonics session.</li> <li>*To take part in tuning into sounds sessions.</li> <li>*Identifies initial phonemes in a word.</li> <li>*Sorts by initial phoneme.</li> <li>*Knows some words start with the same sound as my name.</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> <li>* To link sounds to letters and can sound out some Phase 3 sounds (phonemes and digraphs).</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <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> <li>*Recognises digraphs and knows the sound they make.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Selects familiar objects by function e.g. 'Give me something you eat/cut with/read etc.</li> <li>*Plays odd one out games and identifies the object that does not share the same simple link.</li> <li>*Plays 'What am I?' games with visual cues.</li> <li>*Recognises some common written words e.g. mum, cat etc.</li> <li>*Recognises some high frequency vocabulary.</li> <li>*Reads familiar, phonetic words and key sight vocabulary at word level.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Responds to questions about familiar events or experiences using vocalisations, gestures, signs or symbols.</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>*Understands 'who', 'what' and 'where' if used out of the here and now.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Uses a dominant hand.</li> <li>*Writes recognisable letters</li> <li>*Draws a rough straight line</li> <li>*Begins to use a tripod grasp</li> <li>*Shows control of a writing implement</li> <li>*Stays within the lines when colouring</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <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>*Writes some learnt tricky words.</li> <li>* Writes simple phrases and sentences that can be read by themselves and others.</li> <li>*Shows some awareness of finger spaces used to separate words.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Practise object counting skills</li> <li>*Match numerals to quantities within 10</li> <li>*Verbal counting beyond 20</li> <li>*Subitise within 5 focusing on die patterns</li> <li>*Match numerals to quantities within 5</li> <li>*Counting – focus on ordinality and the 'staircase' pattern</li> <li>*See that each number is one more than the previous number</li> <li>*Identify and name circles and triangles</li> <li>*Compare circles and triangles</li> <li>*Shapes in the environment</li> <li>*Describe position</li> <li>*Identify and name shapes with 4 sides</li> <li>*Combine shapes with 4 sides</li> <li>*Shapes in the environment</li> <li>*My day and night</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>* In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>*Look for collections of large and small.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Begin to recognise similarities between myself and others.</li> <li>*Begin to recognise differences between myself and others.</li> <li>*Recognise and name a range of familiar jobs</li> <li>*Recognise people who help us</li> <li>*Show an understanding of familiar jobs through role play activities.</li> <li>*Engage with classroom/school rules</li> <li>*Engage with consequences for not following classroom/school rules.</li> <li>*Recognise money</li> <li>*Understand where money is used e.g shops, cafes, bus fare etc.</li> <li>*Understand the concept of money being used to buy things.</li> <li>*Recognise that different shops sell different items.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Demonstrate how to take care of belongings e.g. lid on glue/lids on pens etc.</li> <li>*Accept not having enough money to buy something we want.</li> <li>*Recognise there are different ways to pay for things e.g. bank card, cash (could explore through role play)</li> <li>*Show an awareness of saving money e.g. piggy banks etc.</li> <li>*Exchange money for items.</li> </ul>



<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>            *Flags a bus to stop            *Purchases a ticket on the bus            -understands that money can pay for their ticket.            *Uses a travel card (where appropriate – some families will have these)            *Boards a bus safely            -can go upstairs on a double decker bus.            *Exits bus safely            *Uses an escalator</p> <p><b><u>Some Children</u></b>            *Flags a bus to stop            *Can tell the driver where they are going            *Purchases a ticket on the bus and waits for change if needed.            *Holds ticket in one hand while negotiates way to a seat            *Puts ticket and purse/wallet in a safe place when seated            *Knows what to do if stop is missed</p>	<p><b><u>Most Children</u></b>            *Notifies detailed features of objects in their environment.            *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.            *Talks about/communicates some of the things they have observed such as plants, animals, natural and found objects.            *Draws information from a simple map            *Names simple actions, e.g. pour, mix            *Completes simple descriptions about what happened, e.g.. “The water..” (adult) “...got hot.” (pupil)</p> <p><b><u>Some Children</u></b>            *Talks about why things happen and how things work.            *Looks closely at similarities, differences, patterns and change.            *Knows about similarities and differences in relation to places, objects, materials and living things.</p>	<p><b><u>Most Children</u></b>            *Explores colour mixing.            *Sorts by colour.            *Names shades and is not fazed by different shades.            *Knows it is dark when they close their eyes.            *Identifies objects from silhouettes            *Shows an awareness of shadows.</p> <p><b><u>Some Children</u></b>            *Independently mixes primary colours to make a colour of choice.            *Develops an understanding of primary and secondary colours.            *Uses paint to explore different tones of the same colour.            *Makes shadow patterns on the wall            *Observes changes in shadow.            *Aware of other artist’s work.</p>	<p><b><u>Most Children</u></b>            *Explore changes in pitch            *Explores and learns how sounds can be changed.            *Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p><b><u>Some Children</u></b>            *Create a rap and to explore repetition within rap.            *Relate a sound to a visual experience</p>	<p><b><u>Most Children</u></b>            *Make body tense, relaxed, curled and stretched, showing some tension.            *Develop core strength.            *Perform a tuck roll.            *Perform a pencil roll.            *Begin to touch knees and toes from standing or sitting position without bending legs.            *Perform basic jumps.            *Balance on: different parts of body on large equipment</p> <p><b><u>Some Children</u></b>            * Make body tense, relaxed, curled and stretched in a range of movements.            *Preform forward and backwards rolls</p>	<p><b><u>Most Children</u></b>            *Preparing for a cooking activity, following instructions to and developing independence to:            -wash hands            -dry hands            -wear apron            -tie hair back            -roll sleeves up            -clean a surface            *Follow a series of instructions (with signs and symbols). <i>This includes gathering equipment.</i>            *Engages in home corner role-play activities, coping familiar actions e.g. making cup of tea, putting food in the oven etc.            *With support, holds the grater with care, using non-grating hand (may require some hand over hand)            *Spins the handle on a can/tin opener with support and with continual safety reminders.            *With support, holds the peeler at the correct angle to peel, and the vegetable with non-peeling hand (may need some hand over hand)            *Begins to peel simple vegetables such as carrots</p> <p><b><u>Some Children</u></b>            *Recognises and names some kitchen equipment            *Knows when toast is ready.            -can put toast back in the toaster if it is not ready.            *Knows how to remove toast safely.</p>