

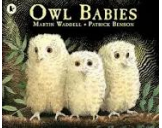
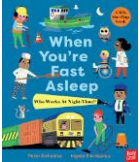
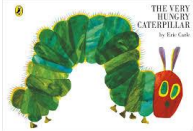




Spring 2 Medium Term Plan

Class: Mint

Topic: Light and Dark

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PHSE/British Values The
<p>Festival of colours - Surishtha Sehgal</p>  <p>Peace at Last – Jill Murphy</p>  <p>Owl Babies – Martin Waddell</p>  <p>When your fast asleep – Peter Arrherius</p>  <p>The Hungry Caterpillar - Eric Carle</p> 	<p>Most Children:</p> <ul style="list-style-type: none"> *Link sounds to letters and can sound out most single letters. *Identify initial phonemes in a word. *Sorts by initial phoneme. *Orally blends three syllable words. *Orally blends CVC words with long phonemes e.g. sh-ar-k/ s-oa-p. *Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n *Recognise single graphemes and know the sound they make. *Identifies final phonemes in a word. *Segments the sounds in simple words and blend them together, knowing which letters represent some of them. *Uses phonic knowledge to read sentences. <p>Some Children will:</p> <ul style="list-style-type: none"> *Recognise some letters and symbols. 	<p>Most Children:</p> <ul style="list-style-type: none"> *Choose books to look at Independently. *Recognise some letters and symbols. *React to music with a strong and steady beat. *Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol *Recognises own name. <p>Some Children will:</p> <ul style="list-style-type: none"> *Enjoy listening to familiar adults reading stories. *Select symbols to build a caption or phrase (Colourful Semantics) *Answer simple 2 key word questions about a story e.g. 'Is the bear black?' Yes/No *Answer questions (who, what, where) about a story verbally or using signs/symbols/gestures *Uses phonic knowledge to read single words. *Uses phonic knowledge to read sentences. *Recognise digraphs and know the sound they make. *Clap 1-3 syllable words. *Recognises some high frequency vocabulary. 	<p>Most Children:</p> <ul style="list-style-type: none"> *I explore with a range of musical instruments *Will make marks on paper and on other surfaces *Makes circular shapes with a drawing tool *Creates horizontal scribble with a writing tool. *Creates a vertical scribble with a writing tool *Colours over a picture *I enjoy dancing, marching and using musical instruments alongside music and rhythms. <p>Some Children will:</p> <ul style="list-style-type: none"> *I hold three phonemes in more complex tasks e.g. writing a word (this could be using magnetic letters) *I can segment the sounds in simple words and blend them together. *I clap out one to three syllable words, depending on the number of syllables they have. I also use musical instruments to indicate the beat/syllables within words 	<p>Most Children:</p> <ul style="list-style-type: none"> *Complete shape-match puzzles *Complete simple jigsaws *Match objects to pictures *Match objects to shadows *Explore objects and small world from different positions *Make simple routes in small world with lines and curves *Explore capacity *Subitise arrangements of 2 and 3 * Practise making 2s and 3s with their fingers *Subitise auditory patterns up to 3. *Subitise auditory patterns up to 3 *Identify when a small collection is rearranged or the quantity changed*Show small quantities on their fingers *Use positional language to describe patterns of 4. *Use positional language to describe patterns of 4 *Make patterns showing 4. <p>Some Children will:</p> <ul style="list-style-type: none"> *Explore shape resources *Explore more complex inset jigsaws *Match simple shapes *Push some shapes and blocks together 	<p>Most Children:</p> <ul style="list-style-type: none"> *Begin to recognise similarities/ differences between themselves and others. *Recognise and name a range of familiar jobs *Recognise people who help us *Show an understanding of familiar jobs through role play activities *Engage in cultural festivals and celebrations through a range of experiences. *Demonstrate how to take care of belongings e.g. lid on glue/lids on pens etc. *Respond appropriately to classroom/school rules. *Accept consequences when rules are not followed. <p>Some Children will:</p> <ul style="list-style-type: none"> *Explore stimuli which shows visible differences between people *Respond to stimuli linked to familiar jobs e.g. hair dresser/café/supermarket role play etc. *Explore sensory stimuli which links to festivals and celebrations



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>P.E.</u>	<u>Food Tech-</u>
<p>Most Children: *Keeps seatbelt on while on the bus *Stays seated on the bus. *Builds tolerance for being on the bus for longer periods of time. *Walks onto the bus appropriately. *Exits the bus appropriately.</p> <p>Some Children will: *Board a bus safely *Exits bus safely</p>	<p>Most Children: *Notice 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>Some Children will: *Looks around a room with interest; visually scan environment for novel, interesting objects and events.</p>	<p>Most children: *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>Some Children will: *Identifies a range of colours *Begins to sort by colour *Explores primary and secondary colours *Follows a light in a dark room. *Appears to notice light. *Closes eyes to sudden bright light *Shows an awareness of if it is light or dark. *Realises there is a range of colours.</p>	<p>Most children: *Explore changes in pitch *Explores and learns how sounds can be changed. *Sing the pitch of a tone sung by another person *Relate a sound to a visual experience / person ('pitch match').</p> <p>Some Children will: *Listen to a range of voices sing (with a wide vocal range. *Tolerates listening to a range of voices sing. *Explores their own voice.</p> <p>Songs to learn - Old McDonald Wheels on the Bus Row, Row, Row Your Boat Hokey Cokey</p>	<p>Most Children: *Independently enters the pool safely. *Independently exits the pool safely. *Uses stroking movement with arms. *Can balance float on back. *Submerges head in water. *Kicks with straight legs.</p> <p>Some Children will: *Identify a pool environment. *Enter a pool safely with support. *Exit a pool safely with support. *Move in the water independently. *Put feet to the bottom of the pool. *To walk in the water independently. *Maintain balance in the water.</p>	<p>Most Children: *Know how to carry a (blunt) knife safely *Uses a blunt knife to spread independently, using dominant hand. *Use a blunt knife to cut independently, using dominant hand. *Use a blunt knife to chop soft fruit into small pieces</p> <p>Some Children will: *Recognise and name a knife. *Knows how to hold a blunt knife safely. *Uses a blunt knife to spread, with support (using dominant hand if appropriate) - recognising a good amount of spread to use -recognising when topping has been spread evenly -holding toast with non-spreading hand -cutting toast into pieces *Uses a blunt knife to chop soft fruit -holding fruit with non-chopping hand</p>