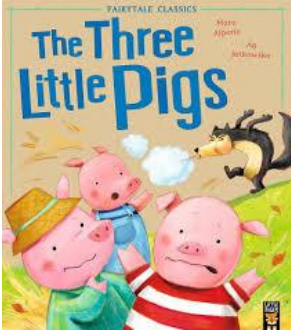
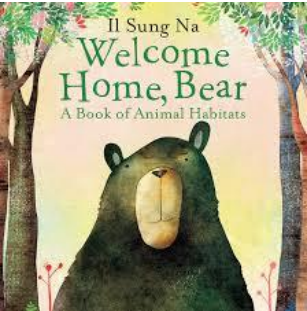





Summer 2 Medium Term Plan

Class: Rose

Topic: Who Lives in a House Like This?

<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></p> <ul style="list-style-type: none"> <li>*Enjoys rhyming stories, songs and rhymes.</li> <li>*Reacts to normal, everyday sounds.</li> <li>*Responds to early interaction rhymes.</li> <li>*Selects familiar objects by name, finding the correct object from a small group of objects.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Attempts to copy finger movements and other gestures linked to rhyme, songs and stories.</li> <li>*Begins to join in with actions linked to a familiar rhyme, songs and stories.</li> <li>*Vocalisations are beginning to sound word like.</li> <li>*Vocalisations contain vowels and consonants.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Makes fleeting eye contact with speaker</li> <li>*Recognises the object shown in a photograph.</li> <li>*Uses hands to explore objects</li> <li>*Recognises the object shown in a photograph.</li> <li>*Shows an interest in illustrations and print in the environment.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Indicates to an adult that they want a specific book reading to them</li> <li>*Selects familiar objects by name, finding the correct object from a small group of objects.</li> <li>*Fixate on a familiar person or object e.g. in a sensory story.</li> <li>*Chooses books to look at independently</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Make marks with a range of media</li> <li>*To make marks on paper and other surfaces</li> <li>*Move, stretch and move arms freely up and down</li> <li>*Picks up small objects between thumb and fingers.</li> <li>*Balances blocks to build a small tower.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Chooses to mark make</li> <li>*Holds a pencil with sufficient grip and pressure to make marks on paper</li> <li>*Makes connections between their movement and the marks they make.</li> <li>*Beginning to use three fingers (tripod grip) to hold writing tools</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Shows awareness of some sounds and objects associated with specific activities e.g. hello song = start of day, going home song = end of day.</li> <li>*Takes part in turn taking activities where they are sometimes asked to 'wait' or 'wait longer' e.g. pressing a switch to produce a sound or light.</li> <li>*Play hide and reveal games with objects in boxes and under cups.</li> <li>*Enjoys filling and emptying containers.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Explore and play with shapes</li> <li>*Put shapes and blocks into position</li> <li>*Select shapes for a reason</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Explore the concept of healthy foods through sensory experiences.</li> <li>*Join in with strategies to support our physical and mental well-being - including relaxation strategies</li> <li>*Child to choose which area of the classroom they want to explore</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Accepts teeth being brushed/will brush teeth.</li> <li>*Joins in with physical movement activities</li> <li>*Communicate things they like.</li> <li>*Child to accept that they can not always do what they want to do.</li> </ul>



<b><u>Independence</u></b>	<b><u>Understanding the World</u></b>	<b><u>Art</u></b>	<b><u>Music</u></b>	<b><u>PE</u></b>	<b><u>Food Technology</u></b>
<p><b><u>Most Children</u></b>            *Identifies own belongings e.g. coat/shoes etc.            *Drinks from a variety of cups/bottles.            *Begins to follow a programme of toileting with verbal support.            *Explores and plays with money in role play situations            -baskets, trolleys, different sized bags etc            -till            -food boxes, containers, jars etc            *Can hand over money at the till with adult support.</p> <p><b><u>Some Children</u></b>            *Points to main features on face/body when asked.            *Accepts exploration of self, e.g. accepting a hand massage.</p>	<p><b><u>Most Children</u></b>            *Beginning to show an interest in peers            *Recognise a range of animals            *Recognise some animal noises</p> <p><b><u>Some Children</u></b>            *To match picture to picture/object to symbol etc.            *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc            *Begins to show an understanding that animals need food and water            *Explore how things work</p>	<p><b><u>Most Children</u></b>            *Explores mark making using hands and feet to create marks, including lines.            *Uses a range of materials to mark make.            *Randomly changes colour            *Tolerates body parts being used for printing.            *Uses fingers, feet and a range of brushes to create marks.            *Tolerates hands being washed.</p> <p><b><u>Some Children</u></b>            *Makes deliberate marks            *Draws a face with some noticeable features            *Recognises when hands need to be washed.</p>	<p><b><u>Most Children</u></b>            *Experience music as a storytelling medium.            *React to normal, everyday sounds.            *Shows attention to sounds and music.            *Experience and tolerate:            -body sounds            -struck and shaken instruments            *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>            *Initiates favourite songs thorough action or other cues.            *To experience sound in nature.</p>	<p><b><u>Most Children</u></b>            *Experiment with throwing different objects with both hands.            *Waiting for activity to start.            *Track an object using eyes when it is moving.</p> <p><b><u>Some Children</u></b>            *Begin to show their preferred hand for throwing.            *Waiting for name to be called to start activity.            *To accept when an activity is finished.            *Passing a piece of equipment to someone else (including teacher).</p>	<p><b><u>Most Children</u></b>            *Fills and empties a kettle with cold water (in a play situation)            *Pours cold water from kettle into a cup (in a play situation)            *Knows that toast is made in a toaster.            *Presses down the lever on a toaster.            *Waits for the toast to cook.</p> <p><b><u>Some Children</u></b>            *Tolerates waiting for an item to cook/cool/set etc.            *Shows some understanding/awareness that an item may change its appearance when cooking            *Begins to help cleaning a table/surface</p>