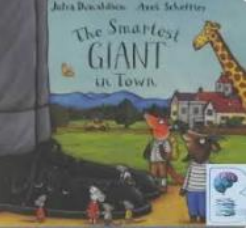
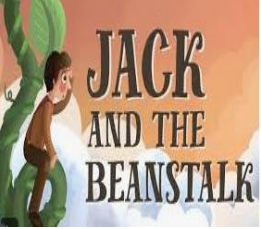





Summer 1 Medium Term Plan

Class: Navy

Topic: Big and Small

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
<p>The Smartest Giant in Town</p>  <p>Jack and the Beanstalk</p>  <p>Sunflowers (NF)</p> 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Link sounds to letters and can sound out most Phase 2-5 sounds (phonemes and digraphs). *Sort by initial phoneme. *Know if there is a word within a longer word e.g. cat/caterpillar or spy/spider. * Orally blend multi syllable words e.g. e-le-phant *Segment the sounds in simple and more complex words and blend them together, knowing which letters represent some of them. *Names the letters of the alphabet in upper/lower case. *Uses phonic knowledge confidently to read new and unfamiliar words *Reads words with more than one syllable that contain taught sounds. <p>Some Children will:</p> <ul style="list-style-type: none"> *Identify initial phonemes in a word. * Link sounds to letters and can sound out most single letters. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Draws a picture to illustrate a story. *Answer questions (who, what, where) about a story verbally or using signs/symbols/gestures *Explain what is happening in a picture. *Lift meaning from a picture e.g. what is he doing/what is happening etc? *Know when a page is missed out from a familiar story. *Make a simple prediction about what might happen next in a story. *Answer simple 2 key word questions about a story e.g. 'Is the bear black?' Yes/No <p>Some Children will:</p> <ul style="list-style-type: none"> *Predict how a story might end. *Predict what a story might be about after reading the title. *Predict what might happen based on what has been read so far. *Lift less obvious meaning from a picture e.g. 'What do you think they are making?' *Work out how people feel when 'reading' non-verbal communication or when looking at clues in a picture. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Spell longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters *Compose a sentence orally before writing it. *Forms most letters correctly *Hold writing implement using the pincer grip *Begin to form some letter correctly on lines. *Use finger spaces to separate words. *Begin to show an awareness of capital letters (with support). *Begin to show an awareness of full stops (with support). <p>Some Children will:</p> <ul style="list-style-type: none"> *Use their phonic knowledge to write words in ways which match their spoken sounds. *Write simple sentences which can be read by themselves and others. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Count forwards and backwards in 1s, from 0 to 50. *Count from 20 to 50 *Count by making groups of tens *Count by making groups of tens and ones *Partition into tens and ones *Estimate on a number line to 50 * Find 1 more and 1 less *Compare lengths and heights *Measure length using objects *Measure length in centimetres <p>Some Children will:</p> <ul style="list-style-type: none"> *In meaningful contexts, finds the longer or shorter, of two items *Explore length *Compare length *Explore height *Compare height *Become familiar with measuring tools in everyday experiences 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Understand that the needs of babies, children, adults and elderly differ. *Identify the stages of the human life cycle. *Describe things we can do now that we couldn't do when we were younger. *Identify things we will be able to do when we are adults. * Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation). *Use correct vocabulary to name male and female reproductive organs. *Recognise similarities and differences between male and female bodies. *Ask questions to collect information *Listen to and accept the opinions of others *Work together as part of a group to achieved a shared goal. *Take part in simple class votes and accepting voting results. <p>Some Children will:</p> <ul style="list-style-type: none"> *Describe what happens during puberty *Identify who we can talk to about growing up and our bodies changing.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><u>Most Children will:</u> *Know which coin to use *Stores money in purse and then in bag when going into the community -remember where money is stored *Create own shopping list using words or symbols *Navigate a supermarket to find items on list *Uses a self-service checkout *Ask for £1 coin from 'banker'</p> <p><u>Some Children will:</u> *Take items to till -joins queue -put on convey belt -waits -hand money over -gets change and receipt -packs shopping -unpack shopping at school, putting items in relevant cupboards etc</p>	<p><u>Most Children will:</u> *Show care and concern for living things and the environment. *Begin to observe changes in plants *Know that plants need water and sun *Understand what plants need to stay alive. *Understand the importance of caring for all living things. *Name parts of a plant *Name a range of common plants *Explore where water comes from *Know that all living things need water to survive *Begin to understand the impact of not having enough water. *Know a range of purposes for water *Understand that water can be in different states</p> <p><u>Some Children will:</u> *Ask simple questions *Observe using simple equipment *Perform simple tests *Make simple suggestions when prompted about what might happen *Make predictions based on prior experiences</p>	<p><u>Most Children will:</u> *Handle objects/tools with care and respect. *Talk about the safety issues associated with tools used. *Use clay to sculpt *Models with a purpose, knowing what they want to make. *Evaluate own sculpture/model. *Communicate likes and dislikes about their own and others sculpture/model. *Give their model a name. *Use a range of natural, recycled and manufactured materials for sculpting e.g. straw and card. *Explore different methods of fixing one material to another.</p> <p><u>Some Children will:</u> *Show more independence when manipulating materials. *Begin to use 'junk' to build a model. *Explore a range of joining techniques. *Explore balancing when building using a range of resources.</p>	<p><u>Most Children will:</u> *Experience the relationship between music and emotion. *Experience extremes of sound. *Experiences a graduation of sound. *Explore the concept of soft (quiet) and loud. *Explore the concept of soft (quiet) and loud using the same instrument.</p> <p><u>Some Children will:</u> *Explore the concept of listening e.g. Chinese whispers. *Use drawing to represent ideas like movement or loud noises.</p>	<p><u>Most Children will:</u> *Copy and explore basic movement with clear control. *Remember simple movements and dance steps. *Vary the size of their body shapes. *Add a change of direction to a sequence. *Use space well and negotiates space clearly. *Respond imaginatively to stimuli. *Change the speed of their actions. *Change the style of their movement to suit a range of music. *Show an awareness of how their body is moving and that movement is an essential component to dance. *Put together simple moves to create their own routine. *Perform short routine to a small unfamiliar audience. *Name basic dance moves.</p> <p><u>Some Children will:</u> *Comment on their own and others performances. *Give some comments on how to improve performance. *Know how to stay safe when taking part in physical activity.</p>	<p><u>Most Children will:</u> *Set a timer for a specific period of time. *Communicate to an adult when a timer has finished. *Check on food being cooked/setting etc with adult support. *Know how to stay safe around electric sockets. *Know what to do/what not to do if toast gets stuck in the toaster *Understand how the settings on a toaster work *Use a blender * know how to: -place jug on the base -takes jug off the base *Know how to carry a kettle safely. *Know how to fill a kettle, using an appropriate amount of water. *Make a cup of tea or hot chocolate</p> <p><u>Some Children will:</u> *Show more independence when using a range of electrical equipment such as blenders, toastie makers, air-fryers, slow cookers, microwaves etc.</p>