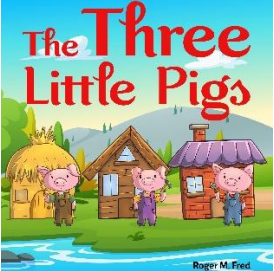
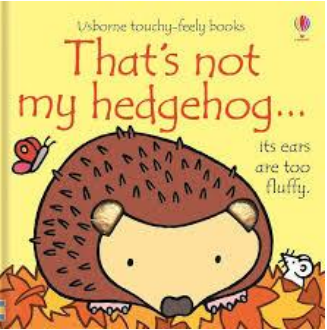




Summer 2 Medium Term Plan

Class: Blossom

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><u>3 Little Pigs</u></p>  <p><u>That's Not My Hedgehog</u></p> 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> <li>*Accepts an object being placed into hands.</li> <li>*Begins to join in with actions linked to a familiar rhyme, songs and stories.</li> <li>*Looks for responses and reactions to actions or communication.</li> <li>*Enjoys rhyming stories, songs and rhymes.</li> <li>*Reacts to sudden and loud sounds.</li> <li>*Reacts to normal, everyday sounds.</li> </ul> <p><u>Some Children</u></p> <ul style="list-style-type: none"> <li>*Matches two of the same objects.</li> <li>*Indicate wanting 'more' during interaction rhymes.</li> <li>*Matches objects to pictures</li> <li>*Recognises some letters and symbols.</li> </ul>	<p><u>Most Children</u></p> <ul style="list-style-type: none"> <li>*Accepts an object being placed into hands.</li> <li>*Visually alert and can/will fixate on a familiar person or object.</li> <li>*Enjoys rhyming stories, songs and rhymes.</li> </ul> <p><u>Some Children</u></p> <ul style="list-style-type: none"> <li>*Indicate wanting 'more' during interaction rhymes.</li> <li>*Turns pages in books.</li> <li>*Handles books independently.</li> <li>*Begins to join in with actions linked to a familiar rhyme, songs and stories.</li> </ul>	<p><u>Most Children</u></p> <ul style="list-style-type: none"> <li>*Holds an object in each hand and brings them together in the middle e.g. holds two blocks and bangs them together.</li> <li>*Enjoys the sensory experience of making marks in damp sand, paste or paint.</li> <li>*Makes connections between their movement and the marks they make.</li> <li>*Will make marks on paper and on other surfaces</li> <li>*Explore with a range of musical instruments</li> <li>*Makes marks with a range of media</li> </ul> <p><u>Some Children</u></p> <ul style="list-style-type: none"> <li>*Will tolerate tools in their hand to mark-make</li> <li>*Picks up small objects between thumb and fingers.</li> <li>*Can recognise mark-making materials</li> </ul>	<p><u>Most Children</u></p> <ul style="list-style-type: none"> <li>*Tolerates number rhymes and songs.</li> <li>*Takes part in finger rhymes/songs with numbers</li> <li>*Demonstrate putting items inside others of similar shape</li> <li>*Responds to size, reacting to very big or very small items that they see or try to pick up</li> <li>*During water play, show filling and emptying containers.</li> <li>*Enjoys filling and emptying containers.</li> </ul> <p><u>Some children</u></p> <ul style="list-style-type: none"> <li>*Will hold objects to experience differences in weight.</li> <li>*Exchanges symbols for actions</li> <li>*Beginning to understand that things might happen 'now'.</li> <li>*Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>	<p><u>Most Children</u></p> <ul style="list-style-type: none"> <li>*Explore stimuli linked to cultural festivals and celebrations</li> <li>*Begin to understand the concept of kind hands.</li> <li>*Explore the concept of healthy foods through sensory experiences.</li> <li>*Communicate likes and dislikes with food.</li> <li>*Accept routines which support our physical health e.g. bed time, washing hands, baths etc</li> <li>*Child to choose which area of the classroom they want to explore</li> </ul> <p><u>Some Children</u></p> <ul style="list-style-type: none"> <li>*Accepts teeth being brushed/will brush teeth.</li> <li>*Accept help from an adult e.g. to look at/clean an injury.</li> <li>*Communicate things they like.</li> <li>*Child to accept that they can not always do what they want to do.</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>            *Participates more actively in the dressing process            *Stays seated on the bus.            *Accepts being told 'no' within a shop setting            *Tolerates wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream            *Co-operates physically during familiar routines</p> <p><b><u>Some Children</u></b>            *Looks at common items of clothing when named            *Participates actively when being helped to dress            *Pulls their pants/nappy/underpants up and down            *Can hand over money at the till with adult support            *Participates more actively in the dressing process</p>	<p><b><u>Most Children</u></b>            *Explore a range of items using senses            *Engage in sensory stories            *Observes cause and effect.            *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc            *Is curious about people and shows interest in stories about themselves and their family.</p> <p><b><u>Some Children</u></b>            *Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.            *Beginning to show an interest in peers            *Recognise a range of animals            *Recognise some animal noises</p>	<p><b><u>Most Children</u></b>            *Explores and shows an interest a range of textures and media.            *Uses senses to explore materials            *Tolerates hands being washed.            *Runs hands through a range of media e.g. rice, water, sand, etc.            *Explores mark making using hands and feet to create marks, including lines.            *Explores mark making using hands and feet to create marks, including lines.            *Uses a range of materials to mark make.            *Uses fingers, feet and a range of brushes to create marks.</p> <p><b><u>Some Children</u></b>            *Recognises when hands need to be washed.            *Makes deliberate marks            *Realises there is a range of colours that can be used.</p>	<p><b><u>Most Children</u></b>            *Communicates likes/dislikes related to the sound a musical instrument makes.            *Has favourite song(s)            *Experience and tolerate:            -body sounds            -struck and shaken instruments            *Experience music as a storytelling medium.</p> <p><b><u>Some Children</u></b>            *Experiences variations in sound, including quiet.            *Creates sounds by rubbing, shaking, tapping, striking or blowing</p>	<p><b><u>Most Children</u></b>            *Experiment with throwing different objects with both hands.            *Begin to show their preferred hand for throwing.            *Roll large objects on the floor.            *Track an object using eyes when it is moving.            *Waiting for activity to start.            *To accept when an activity is finished.</p> <p><b><u>Some Children</u></b>            *Begins to throw in different ways e.g. overarm and underarm.            *Begins to co-ordinate their hands and eyes in order to throw and catch an object.            *Passing a piece of equipment to someone else (including teacher).</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            *Explores food from a range of countries and cultures using sensory activities, exploring colour, smell etc.            *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>            *Shows some independence when washing hands            *Communicates the need for help            *Knows that toast is made in a toaster.            *Waits for the toast to cook.</p>