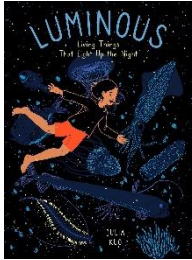
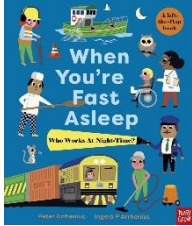
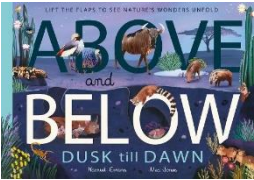
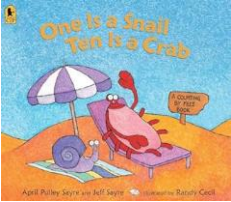
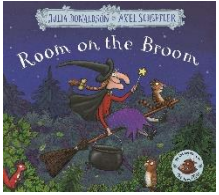




Spring 2 Medium Term Plan

Class: Jade

Topic: Light and Dark

| Key Texts | Phonics | Reading | Mark Making/Writing | Maths | PSHE/British Values |
|--|--|--|---|--|--|
|      | <p>Most Children</p> <ul style="list-style-type: none"> *Recognise some letters and symbols. *To enjoy rhyming stories, songs and rhymes. *Can recognise and name/match sounds in my environment *Copies finger movements and other gestures linked to rhyme, songs and stories. *Joins in with actions linked to a familiar rhyme, songs and stories. *Begin to copy and repeat sounds, actions, words or phrases. *Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol <p>Some Children</p> <ul style="list-style-type: none"> *To begin to re-enact simple stories or real-life situations through role play *Communicates clearly, even when they have lots to think about and say. *Repeat repetitive words, sounds or phrases from a story or rhyme. *Fill in missing words, sounds or phrases in familiar stories or rhymes. *Matches words that rhyme from a choice of 3. *Copies simple rhythms using claps, instruments or body percussions. *Responds to questions about familiar events or experiences using vocalisations, gestures, signs or symbols. | <p>Most Children</p> <ul style="list-style-type: none"> *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. *Match objects to pictures *Understands simple verb instructions with a gesture *Show an interest in pictures or photographs. *Show a preference for a specific book from a small selection presented. *Copy an adult pointing to words as they read. <p>Questions</p> <p>Some Children</p> <ul style="list-style-type: none"> * Know that words, signs and symbols convey meaning. *Recognise familiar symbols and/or words around the classroom. *Select symbols to build a caption of phrase *Can match some familiar words to pictures *Understands simple verb instructions with a gesture e.g. eat, drink, sleep *Points to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' | <p>Most Children</p> <ul style="list-style-type: none"> *Enjoys drawing freely *Begins to use anti-clockwise movements and can retrace vertical lines *Traces circular movements *Traces horizontal movements *Imitates circular strokes *Imitates horizontal strokes *Imitates vertical strokes. *Draws lines or shapes on a large scale *Shows preference for one hand *Makes large random strokes *Makes marks on their picture to stand for their name. <p>Some Children</p> <ul style="list-style-type: none"> *I distinguish between the marks I make. *I identify the initial letter of my name *Makes marks to represent their name *Includes a variety of letters and shapes within lines of scribble | <p>Most Children</p> <ul style="list-style-type: none"> *Can take 'one' in learned situations – e.g. a biscuit. *Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. *With support, request 'more' *Join in saying some number names *Model saying number names in order *Practise saying number names in order *Join in stable order counting forwards *Respond to "I see 1, 2, 3" *Recognise "I see 1, 2, 3" *Copy "I see 1, 2, 3" *Point to 1, 2, 3 *Recognise "1,2,3" in well-known tales <p>Some Children</p> <ul style="list-style-type: none"> *Join in stable order counting backwards *Notice images in books *Make actions when saying counting words *Move fingers when saying counting words | <p>Most Children</p> <ul style="list-style-type: none"> *Begin to recognise similarities between myself and others. *Begin to recognise differences between myself and others. *Respond appropriately to classroom/school rules. *Accept consequences when rules are not followed *Demonstrate how to take care of belongings e.g. lid on glue/lids on pens etc. *Engage in cultural festivals and celebrations through a range of experiences. <p>Some Children</p> <ul style="list-style-type: none"> *Engage with classroom/school rules *Engage with consequences for not following classroom/school rules. *Recognise and name a range of familiar jobs *Recognise people who help us *Show an understanding of familiar jobs through role play activities. *Recognise how we take care of animals, knowing what each type of animal needs. |



| <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</u> *Knows how much food is appropriate to put in their mouth *Handles a range of food stuff independently *Recognizes needing the toilet independently <i>-communicates this need</i> <i>-asks for help when needed</i> *Names and points to some parts of their body *Places coat on a hook *Fastens and unfastens zips *Puts on and takes off a top with minimal support *Dresses self in sequence *Keeps seatbelt on while on the bus *Walks onto the bus appropriately. *Exits the bus appropriately . <u>Some Children</u> *Can change their nappy and put the dirty nappy in the bin following a visual sequence *Can wipe themselves after using the toilet *Selects clothing type according to weather when asked to put on clothing for warm/cold day *Follows a two step instruction when getting dressed/undressed</p> | <p><u>Most Children</u> *Notifies detailed features of objects in their environment. *Draws information from a simple map *Names simple actions, e.g. pour, mix *Pupil shows understanding of objects, materials and events, e.g. holding shaker close to ear, smelling a flower *Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing *Knows where objects belong e.g. ice cream in a freezer. *Follows simple verbal instructions e.g. "Stir the tea. *Remembers some past events e.g. looks for ice in the freezer, looks for snow out of window the day after it's melted. <u>Some Children</u> *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. *Completes simple descriptions about what happened, e.g.. "The water.." (adult) "...got hot." (pupil)</p> | <p><u>Most Children</u> *Realises there is a range of colours *Explores colour mixing. *Identify a range of colours *Explores primary and secondary colours *Sorts by colour. *Identifies objects from silhouettes *Shows an awareness of shadows. *Shows an awareness of if it is light or dark. *Follows a light in a dark room. <u>Some Children</u> *Names shades and is not phased by different shades. *Knows it is dark when they close their eyes. *Develops an understanding of primary and secondary colours. *Uses paint to explore different tones of the same colour.</p> | <p><u>Most Children</u> *Listen to a range of voices sing (with a wide vocal range). *Tolerates listening to a range of voices sing. *Explores their own voice. *Explore changes in pitch *Explores and learns how sounds can be changed. <u>Some Children</u> *Sing the pitch of a tone sung by another person ('pitch match').</p> | <p><u>Most Children</u> *Responds to a range of stimuli. *Responding to music starting and stopping. *Moving to music. *Copies and explores basic movements and body patterns *Watches others perform <u>Some Children</u> *Remember and perform a short sequence of movements/actions to music. *Clap and stamp to a beat or music. *Links movements to sounds and music. *Begins to move with more control and fluency to music. *Explores a range of genres of music and dance styles of dance. *Can perform activities on their own or in a group. *Will notice end of performance and react.</p> | <p><u>Most Children</u> *Tries some new foods, with encouragement. *Recognises and names a range of food as well as kitchen equipment *Preparing for a cooking activity, following instructions to and developing independence *Know how to carry a (blunt) knife safely *Uses a blunt knife to spread independently, using dominant hand. *Recognise and name a knife. *Knows how to hold a blunt knife safely. <u>Some Children</u> *Uses a blunt knife to cut independently, using dominant hand. *To tolerate waiting for an item to cook/cool/set 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.</p> |