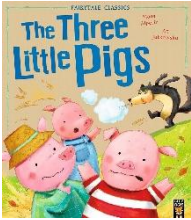
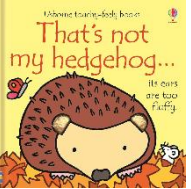
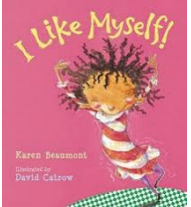
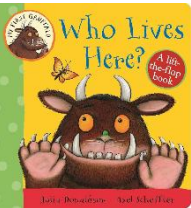




Summer 2 Medium Term Plan

**Class:** The Nest

**Topic:** Who Lives in a House Like This?

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making / Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
   	<p><b>Most 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>*Reacts to sudden and loud sounds.</li> <li>*Reacts to normal, everyday sounds.</li> <li>*Makes fleeting eye contact with the speaker and/or make fleeting eye contact with object making sound.</li> <li>*Eye gaze is fixated for longer periods of time.</li> <li>*Will fixate on a familiar person or object e.g. in a sensory story.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Recognises emotional tones in a familiar voice.</li> <li>*Begins to join in with actions linked to a familiar rhyme, songs and stories.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Tracks objects or pictures from left to right.</li> <li>*Uses hands to explore objects.</li> <li>*Reaches for an object to explore.</li> <li>*Transfers an object from one hand to another.</li> <li>*Recognises objects of reference and anticipate events associated with them e.g. bells for music or whistle for PE</li> <li>*Recognises the object shown in a photograph.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Recognises some print within a familiar environment e.g. cornflake box, first letter of name, bus or door number, symbols around classroom etc.</li> <li>*Recognises familiar symbols or logos e.g. McDonalds, Amazon etc/ widget symbols etc.</li> <li>*Recognises own name.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Holds a pencil with sufficient grip and pressure to make marks on paper</li> <li>*Will tolerate tools in their hand to mark-make</li> <li>*Will make marks on paper and on other surfaces</li> <li>*I make marks with a range of media</li> <li>*Scribbles spontaneously when given paper and mark-making materials.</li> <li>*Chooses to mark-make</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Adds some marks to their drawings which give meaning e.g. 'That says Mummy'.</li> <li>*I ascribe meanings to the marks I see in different places</li> <li>*I use writing in play</li> <li>*I use illustrations to my writing</li> <li>*Makes marks to represent their name</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>*Gets to know and enjoy daily routines, such as snack time, dinner tie, play time and nappy time etc.</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> </ul> <p><b>Some children</b></p> <ul style="list-style-type: none"> <li>*Associates a sequence of actions with daily routines</li> <li>*Beginning to understand that things might happen now or at another time, in routines.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Communicate likes and dislikes with food.</li> <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>*Joins in with physical movement activities</li> </ul> <p><b>Some Children</b></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>*Begin to communicate being unwell, hurt or in pain to a familiar adult.</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>            *Explores and plays with money in role play situations            -baskets, trolleys, different sized bags etc            -till            -food boxes, containers jars etc            *Explores role-play within classroom environment            *Begins to understand that objects can cause harm.</p> <p><b><u>Some Children</u></b>            *Shows awareness of sharp objects in the classroom e.g. scissors            *Ask for help from trusted adults in school.</p>	<p><b><u>Most Children</u></b>            *Is curious about people and shows interest in stories about themselves and their family.            *Enjoys pictures and stories about themselves, their families and other people.            *Has a sense of own immediate family and relations.            *In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.            *Beginning to show an interest in peers</p> <p><b><u>Some Children</u></b>            *Shows interest in different occupations and ways of life.            *Beginning to recognise differences in people.            *Meets and greets people in an appropriate way</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.            *Uses a range of tools to mark make.            *Makes deliberate marks,            *Randomly changes colour            *Tolerates body parts being used for printing.            *Uses fingers, feet and a range of brushes to create marks.</p> <p><b><u>Some Children</u></b>            *Draws a face with some noticeable features            *Realises there is a range of colours that can be used.</p>	<p><b><u>Most Children</u></b>            *Experience music as a storytelling medium.            *Communicates likes/dislikes related to the sound a musical instrument makes.            *Become familiar with a range of songs.            *Makes links between music experienced in different activities or at specific times of the day e.g. the tidy up song.</p> <p><b><u>Some Children</u></b>            *Has favourite song(s)            *Initiates favourite songs thorough action or other cues.</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.</p> <p><b><u>Some Children</u></b>            *Begins to co-ordinate their hands and eyes in order to throw and catch an object.            *Begins to throw in different ways e.g. overarm and underarm.</p>	<p><b><u>Most 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</p> <p><b><u>Some Children</u></b>            *Sets a timer for a specific period of time.            *Communicates to an adult when a timer has finished.            *Checks on food being cooked/setting etc with adult support.</p>