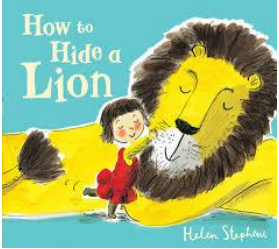

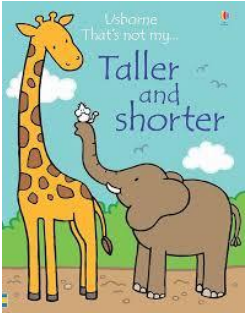





Summer 1 Medium Term Plan

Class: Lavender

Topic: Big and Small

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	<p><b>Most Children</b>            *Enjoys rhyming stories, songs and rhymes.            *Recognises some letters and symbols.            *Matches words that rhyme from a choice of 3.</p> <p><b>Some Children</b>            *Links sounds to letters and can sound out most single letters.            *Detects rhyme and can find the odd one out.            *Uses phonic knowledge to read single words.            *I segment a phoneme from a blend in a CCVC or CVCC word.</p>	<p><b>Most Children</b>            *Begins to join in with actions linked to a familiar rhyme, songs and stories.            *Beginning to re-enact simple stories or real-life situations through role play            *Indicates to an adult that they want them to read a specific book.</p> <p><b>Some Children</b>            *Beginning to find pleasure in reading.            *Draws a picture to illustrate a story.            *Sequences up to three pictures to show order of events.            *Points to the correct part of a picture based on what they are doing e.g. 'Who is jumping?'            *Understands who, what, where if used in simple questions asked within the here and now.</p>	<p><b>Most Children</b>            *I can recognise mark-making materials            * I make marks with a range of media            *I scribble spontaneously when given paper and mark-making materials.</p> <p><b>Some Children</b>            *I use writing in purposeful play            *I hear, say and write the initial sound in words.            *I link sounds to letters, naming and sounding the letters of the alphabet.            *Attempts to write words using letter sound knowledge            *Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words</p>	<p><b>Most Children</b>            *Recognises big things and small things in meaningful contexts.            *Selects big and little objects on request.            •Explore shape resources</p> <p><b>Some Children</b>            *Comparison of sets - by Matching            *Explore the concept of 'Whole' and 'Part'            *Focus on the composition of 3,4 and 5</p> 	<p><b>Most Children</b>            *Respond and accept adult guidance regarding the appropriateness of touch e.g. accepting an adult moving their hands away/redirection if they were to touch inappropriately.            *Engage in role play activities with a baby e.g. bathing, rocking, singing etc (showing more independence)            *Play alongside peers, sharing resources and taking turns.</p> <p><b>Some Children</b>            *Respond to adult prompting of the names for body parts and changes of puberty.            *Explore different types of families</p>



<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            *Accepts being told ‘no’ within a shop setting.            *Can hand over money at the till with adult support.</p> <p><b><u>Some Children</u></b>            *Understands that money is a means of exchange            - class shop, buying desirable items, using real money.            *Chooses an item to buy            *Begins to understand the concept of a stranger.</p>	<p><b><u>Most Children</u></b>            *Explore simple science equipment e.g. magnifying glass, magnets, pipettes etc            *Plant seeds and care for growing plants.            *Observes things growing</p> <p><b><u>Some Children</u></b>            *Shows care and concern for living things and the environment.            *Begins to observe changes in plants</p>	<p><b><u>Most Children</u></b>            *Works alongside adults to press, roll or pinch – playdough, plasticine, clay.            *Uses dough cutters.            *Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p><b><u>Some Children</u></b>            *Shows more independence when manipulating materials.            *Explore a range of joining techniques.            *Uses tools to cut and manipulate dough.</p>	<p><b><u>Most Children</u></b>            *Listens to soft (quiet) and loud using the same instrument.            *Creates sounds by rubbing, shaking, tapping, striking or blowing.            *Communicates likes/dislikes related to the sound a musical instrument makes.</p> <p><b><u>Some Children</u></b>            *Explore the concept of soft (quiet) and loud.            *Explore the concept of soft (quiet) and loud using the same instrument            *Joins in singing songs</p>	<p><b><u>Most Children</u></b>            *Experiment with throwing different objects with both hands.            *Waiting for activity to start.            *Waiting for name to be called to start activity.</p> <p><b><u>Some Children</u></b>            *Begins to throw in different ways e.g. overarm and underarm.            *Understands when they are the ‘chaser’ and when they are the one being ‘chased’            *Throw a ball towards a target with increasing accuracy.</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            *Begins to help cleaning a table/surface            *Sets a timer for a specific period of time.</p> <p><b><u>Some Children</u></b>            *Presses down the lever on a toaster.            *Knows how to remove toast safely.            *With support, uses a range or electrical equipment such as:            -blender            -toaster            -toastie maker            -slow cooker            -air fryer            -microwave            *Uses equipment to make a range of dishes (focusing on the process)</p>