

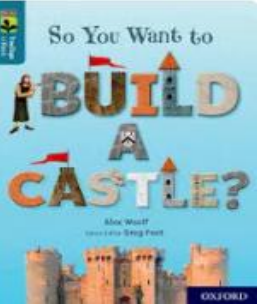




Summer 2 Medium Term Plan

Class: Navy

Topic: Who Lives in a House Like This?

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p>The Three Little Wolves and the Big Bad Pig</p>  <p>A Squash and a Squeeze</p>  <p>Castles/Buildings (NF)</p> 	<p>Most Children:</p> <ul style="list-style-type: none"> *Link sounds to letters and can sound out most Phase 2-5 sounds (phonemes and digraphs). * Use syllable skills to read multisyllabic words. *Use syllable skills to attempt to write longer words. *Names the letters of the alphabet in upper/lower case. *Use phonic knowledge confidently to read new and unfamiliar words *Read words with more than one syllable that contain taught sounds. *Identify medial phonemes with long vowels. *Identify medial phonemes with short vowels. *Segment the sounds in simple words and blend them together, knowing which letters represent some of them. *Use phonic knowledge to read sentences. *Recognise digraphs and knows the sound they make. <p>Some Children:</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:</p> <ul style="list-style-type: none"> *Begin to understand ‘why’ and ‘how’. *Understand that different verbs can carry the same meaning e.g. run/jog or hold/carry *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 (inference and prediction) e.g. ‘Where do you think he is going?’ or ‘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. *Take on the role of a character <p>Some Children:</p> <ul style="list-style-type: none"> *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>Most Children:</p> <ul style="list-style-type: none"> *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). *Form most letters correctly *Hold writing implement using the pincer grip *Begin to form some letters correctly on lines. * Spell longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters * Write simple phrases and sentences that can be read by themselves and others *Compose a sentence/phrase orally before writing it <p>Some Children:</p> <ul style="list-style-type: none"> *Write recognisable letters * Spell CVC words by identifying sounds in them and representing the sounds with a letter or letters 	<p>Most Children:</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:</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:</p> <ul style="list-style-type: none"> *Explain why some foods are healthier than others. *Explain what it means to eat a healthy, balanced diet. *Give examples of occasions when we can make choices about the foods we like to eat. *Describe which foods we should only eat occasionally and explain why eating too much could harm our health. *Explain why we might need to eat foods we might not like very much. *Recognise that some people may not be able to eat certain foods because it will make them unwell (allergies). *Explain what might happen to our teeth if they are not regularly brushed/too much sugar is consumed. <p>Some Children:</p> <ul style="list-style-type: none"> *Describe what might happen if we don’t take care of our personal hygiene. *Explain how the physical activities we enjoy help to keep us healthy.



<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> *Create own shopping list using words or symbols *Navigate a supermarket to find items on list *Take items to till -join a queue -put items on conveyer belt -wait -hand money over -get change and receipt -pack shopping -unpack shopping at school, putting items in relevant cupboards etc *Use a self-service checkout</p> <p><u>Some Children:</u> *Know how to be a café or restaurant customer - know what to do if a tray is dropped -know what to do if a drink is spilled -know what to do if the wrong order is given *Understand the concept of a budget</p>	<p><u>Most Children:</u> *Know some of the things that make them unique, and can talk about/communicate about some of the similarities and differences in relation to friends or family. *Enjoy joining in with family customs and routines. *Talk about/communicate about past and present events in their own lives and in the lives of family members. *Know that other children don't always enjoy the same things, and are sensitive to this. *Know about similarities and differences between themselves and others, and among families, communities and traditions. *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. *Recognise some similarities and differences between life in this country and life in other countries.</p> <p><u>Some Children:</u> *Ask simple questions *Observe using simple equipment *Perform simple tests *Make simple suggestions when prompted about what might happen</p>	<p><u>Most Children:</u> *Develop an understanding of tone and line, including the concept of sketching. *Explore how parts of the body look separately. *Draw with increasingly complexity and detail. *Illustrate stories, events or people. *Colour a picture and stays within the lines. *Uses a range of media to 'paint', including exploring the use of water to alter tone when painting. *Experiment with different brushes and other painting tools.</p> <p><u>Some Children:</u> *Choose own resources for lesson/activity. *Collect resources and puts resources away. *Wash resources e.g. paint pots, brushes etc.</p>	<p><u>Most Children:</u> *Re-write a familiar song. *Compose a piece of music. *Compose music to tell a story. *Begin to build a collection of songs and dances *Use the correct terminology for the parts of a song e.g. Bridge, chorus, verse *Take part in a musical performance *Take turns with peers when rehearsing or performing.</p> <p><u>Some Children:</u> *Fill in gaps within familiar songs, rhymes and mantras *Listen attentively, move to and talk/communicate about music, expressing their feelings and responses.</p>	<p><u>Most Children:</u> *Throw underarm and overarm. *Throw a ball towards a target with increasing accuracy. *Improve the distance they can throw by using more power. *Co-ordinates their hands and eyes to throw and catch an object. *Roll large equipment in different distances *Begin to catch slow moving objects (balloons). *Begin to use cupped hands to prepare to catch an object.</p> <p><u>Some Children:</u> *Throw different types of equipment in different ways, for accuracy and distance. *Throw with accuracy at targets of different heights and distances. *Investigate ways to alter their throwing technique to achieve greater distance. *Begin to throw to a partner and then receive the object back.</p>	<p><u>Most Children:</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:</u> *Show more independence when using a range of electrical equipment such as blenders, toastie makers, air-fryers, slow cookers, microwaves etc.</p>