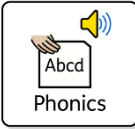

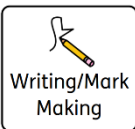
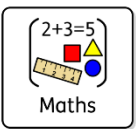







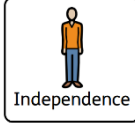


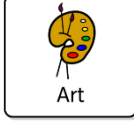

## Summer 1 - Medium Term Plan

### Class: Emerald

### Topic: Soil, Seeds and Sunshine

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<ul style="list-style-type: none"> <li>This half term in phonics we will continue to learn phase 2 letter sounds.</li> <li>Some children will be moving on to looking at ff/ll/ss/j/</li> <li>We will have a big focus on using our knowledge of sounds that we have learnt and blending them to read words.</li> </ul>	<p>Little Wandle</p> <ul style="list-style-type: none"> <li>We will be following the Little Wandle scheme for guided reading. In the green pathway we will be using wordless and decodable books which are well matched to the Little Wandle programme progression and to children's secure phonic knowledge.</li> <li>Children read the same book aloud three times a week. Each session in this 'three read' model has a clear focus: <ul style="list-style-type: none"> <li>Read 1: Decoding</li> <li>Read 2: Prosody – reading with meaning, stress and intonation</li> <li>Read 3: comprehension – understanding the text.</li> </ul> </li> <li>We will have access to an ebook library where we can share our reading book at home</li> <li>We will visit the school library to select a reading for pleasure book each week to take home</li> <li>Every day we will have the opportunity to listen to a story from our class library</li> </ul>	<p>Handwriting/Mark-Making - Transcription</p> <p><u>Whole class will have:</u></p> <ul style="list-style-type: none"> <li>Daily mark making activities within continuous provision.</li> <li>Activities to develop fine-motor skills.</li> <li>Opportunities to practise letter formation</li> <li>Sentence construction activities e.g. Colourful Semantics.</li> </ul> <p><u>Pre-Literate children will:</u></p> <ul style="list-style-type: none"> <li>Begin to explore a range of media.</li> <li>Recognise mark-making materials.</li> <li>Tolerate tools in their hand to mark-make.</li> <li>Make marks on paper and on other surfaces.</li> </ul> <p><u>Emergent writers will:</u></p> <ul style="list-style-type: none"> <li>Begin to distinguish between the marks they make and start to give meaning.</li> <li>Make a simple drawing to illustrate an idea.</li> <li>Add some marks to their drawings which give meaning e.g. 'That says Mummy'.</li> </ul> <p><u>Transitional writers will:</u></p> <ul style="list-style-type: none"> <li>Begin to use writing in purposeful play.</li> <li>Hear, say and write the initial sound in words.</li> <li>Segment the sounds in simple words and blend them together.</li> </ul>	<p>Pattern</p> <p><u>Whole class will:</u></p> <ul style="list-style-type: none"> <li>Engage in daily counting activities through song and continuous provision.</li> <li>Engage in mathematical stories related to topic or number.</li> <li>Have access to mathematical resources within the environment.</li> </ul> <p><u>Some children will:</u></p> <ul style="list-style-type: none"> <li>Listen to repeats in songs and stories.</li> <li>Continue an action or interaction with an adult by repeating.</li> <li>Have a sense of daily routines.</li> </ul> <p><u>Some children will:</u></p> <ul style="list-style-type: none"> <li>Explore patterns involving 2 repeating objects/shapes/colours.</li> <li>Begin to notice mistakes in patterns.</li> <li>Copy and continue simple patterns.</li> <li>Begin to make our own patterns using objects of interest.</li> </ul>	<p>Plants</p> <p><u>Whole class will:</u></p> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants.</li> <li>Observe things growing.</li> <li>Explore a range of plants/trees/flowers</li> <li>Access reading materials linked to plants.</li> </ul> <p><u>Some children will:</u></p> <ul style="list-style-type: none"> <li>Show care and concern for living things and the environment.</li> <li>Begin to observe changes in plants</li> <li>Understand that plants need water and sun.</li> </ul> <p><u>Some children will:</u></p> <ul style="list-style-type: none"> <li>Begin to label parts of a plant.</li> <li>Begin to name some common plants.</li> </ul>	<p>Changing and Growing</p> <p><u>Whole class will:</u></p> <ul style="list-style-type: none"> <li>Have access to reading materials based on topic</li> <li>Have daily access to music and songs related to changing and growing.</li> </ul> <p><u>Some children will:</u></p> <ul style="list-style-type: none"> <li>Understand the concept of a baby.</li> <li>Begin to engage in role play activities with a baby e.g. bathing, rocking, feeding etc (with adult support).</li> </ul> <p><u>Some children will:</u></p> <ul style="list-style-type: none"> <li>Identify visible changes from being a baby to now.</li> <li>Identify baby/child/adult.</li> <li>Engage in role play activities with a baby e.g. bathing, rocking, singing etc (showing more independence).</li> </ul> <p><u>Some children begin to:</u></p> <ul style="list-style-type: none"> <li>Understand that the needs of babies, children, adults and elderly differ.</li> <li>Identify the stages of the human life cycle.</li> <li>Describe things we can do now that we couldn't do when we were younger.</li> </ul>



					
<p>Plant based eating! We will explore plant based alternatives to our favourite snacks.</p> <p>The sequence of learning will emulate what it would be like in a real restaurant (starter, main course and dessert).</p> <p><u>Whole class - Pre-cooking skills:</u> Preparing for a cooking activity, tolerating: *washing hands/drying hands *wearing an apron *hair being tied back *roll sleeves up *Begins to help cleaning a table/surface.</p> <p>Starter - Week 1 - Baked beetroot and sweet potato crisps served with guacamole dip. Main - Week 2 - Vegan Burger Dessert - Week 3 - Vegan Brownies.</p> <p>End of sequence - Children will host a 'Masterchef' to serve their peers (customers) in the 'Emerald Eats Restaurant'. Each dish will be judged by guest judges! Children will take turns, taking on the role of servers, chefs and customers!</p>	<p>Choosing appropriate clothing to wear <u>Whole class will:</u> *Begin to tolerate wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream. *Begin to tolerate wearing dressing up clothes- will look at themselves in a mirror when dressed up. *Begin to explore dressing up clothes.</p> <p>Some children will: *Identify clothing that can be worn on hot/cold days *Selects clothing type according to weather when asked to put on clothing for warm/cold day *Begin to organise themselves to wear appropriate clothing, e.g. takes off jumper when hot.</p>	<p>Fine Motor</p> <p>* To develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>*To develop upper arm and shoulder strength.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Embedded through topic and CP: *Dressing and undressing dolls, planting and caring for plants, dancing with scarves.</p>	<p>Dance</p> <p>In P.E. children will have a weekly fitness session with an external provider - June Ainsley.</p> <p>We will: *Make a shape hold it and move about in that shape *make a high and low level shape *Dance in their personal space and in the wider space *Move to the rhythm of the music *Mirror movements *Perform dances using simple movement patterns *choose movements to add together to make a dance *talk about how music and dancing makes them feel *say what they like about their own and other's movements</p> <p>We will also use Go Noodle to encourage movement throughout the day.</p>	<p>This half term we will continue to study different styles of art.</p> <ul style="list-style-type: none"> <li>• We will comment on what we think of these styles and work on taking inspiration from them to make our own creations.</li> <li>• We will use collage and modelling techniques making sure we can accurately stick different materials together.</li> <li>• We will also use different materials to make purposeful marks on the page to represent something</li> </ul>	<p>This half term we will be following the SEND charanga program.</p> <ul style="list-style-type: none"> <li>• We will work all half term towards performing a song.</li> <li>• We will work on learning the song and the corresponding Makaton signs.</li> <li>• We will work each week on projecting our voices and singing as a group.</li> <li>• When we are confident with the song, we will work on adding instruments in to be played to the beat to add to over overall performance.</li> </ul>