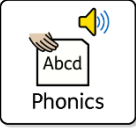


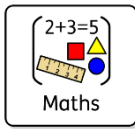







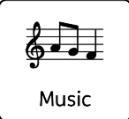


## Summer 1 Medium Term Plan-

### Class: The Nest

### Topic: Real Life Superheroes

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>Follow Little Wandle Phonics</p> <ul style="list-style-type: none"> <li>*To engage in Rhyme time sessions</li> <li>*Shares attention with an adult</li> <li>*Joins in singing and doing the actions to familiar nursery rhymes</li> <li>*To begin to notice different sounds in the environment</li> <li>*Explores making different sounds</li> <li>*To begin to identify sounds</li> <li>*Explores props beginning with different letters</li> <li>*To begin to recognise phase 2 graphemes</li> <li>*To match the grapheme/mnemonic card to the picture cards - SATPIN</li> <li>*To begin to read CVC words and match to the correct image</li> <li>*To enjoy looking at books with an adult</li> <li>*To enjoys looking at books independently</li> <li>*To recognises letters in the environment</li> </ul>	<p><b><u>Movement and Co-ordination</u></b></p> <ul style="list-style-type: none"> <li>*Begins to join in with actions linked to a familiar rhyme, songs and stories</li> </ul> <p><b><u>Speaking: Speech Sounds and Expressive Language</u></b></p> <ul style="list-style-type: none"> <li>*Initiates interactions using spoken language but the range of phrases may still be limited</li> </ul> <p><b><u>Listening and Responding</u></b></p> <ul style="list-style-type: none"> <li>*Responds to own name</li> <li>*Fills in missing words, sounds or phrases in familiar stories or rhymes</li> </ul> <p><b><u>Listening for Meaning (Receptive)</u></b></p> <ul style="list-style-type: none"> <li>*Understands familiar words in context</li> </ul> <p><b><u>Visual Memory</u></b></p> <ul style="list-style-type: none"> <li>*Recognises the object shown in a photograph</li> </ul> <p><b><u>Phonological Awareness</u></b></p> <ul style="list-style-type: none"> <li>*Enjoys rhyming stories, songs and rhymes.</li> </ul> <p><b><u>Understanding and Interpreting Texts (Comprehension)</u></b></p> <ul style="list-style-type: none"> <li>*Points to words and pictures when asked, showing an understanding of the difference between them.</li> </ul> <p><b><u>Reading for Purpose</u></b></p> <ul style="list-style-type: none"> <li>*Recognises familiar symbols and/or words around the classroom.</li> </ul> <p><b><u>Reading for Pleasure</u></b></p> <ul style="list-style-type: none"> <li>*Enjoys listening to familiar adults reading stories</li> </ul>	<p><b><u>Speech Sounds and Expressive Language</u></b></p> <ul style="list-style-type: none"> <li>*Experiments with voice sounds e.g. pitch, volume etc</li> <li>*Communicates an appropriate word to complete a sentence when an adult pauses</li> </ul> <p><b><u>Auditory Discrimination</u></b></p> <ul style="list-style-type: none"> <li>*To explore with a range of musical instruments</li> </ul> <p><b><u>Phonological Awareness: Rhythm and Syllable</u></b></p> <ul style="list-style-type: none"> <li>*To enjoy dancing, marching and using musical instruments alongside music and rhythms.</li> </ul> <p><b><u>Writing: Transcription</u></b></p> <ul style="list-style-type: none"> <li>*To tolerate tools in their hand to mark-make</li> <li>*To make marks with a range of media</li> </ul> <p>To sometimes give meaning to the marks I draw/paint etc.</p> <p><b><u>Writing: Composition</u></b></p> <ul style="list-style-type: none"> <li>*To writes recognisable letters</li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>*To make large random strokes</li> <li>*To show control of a writing implement</li> </ul> <p><b><u>Vocabulary. Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>*To kows names of familiar staff/own family</li> </ul>	<p><b>Number/ Place Value</b></p> <ul style="list-style-type: none"> <li>*Responds to words like 'more'</li> <li>*With support, request 'more'</li> <li>*Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence</li> <li>*Join in stable order counting forwards</li> <li>*Join in stable order counting backwards</li> <li>*Can reach for or look at objects as they are counted</li> <li>*With support, request 'more'</li> <li>*Copy fingers to show 1</li> <li>*Become familiar with dot patterns</li> <li>*Link numerals with the correct amount</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>*Is curious about people and shows interest in stories about themselves and their family.</li> <li>*In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>*Beginning to show an interest in peers</li> <li>*Shows interest in different occupations and ways of life.</li> <li>*Meet's and greets people in an appropriate way</li> </ul>	<p><b>Changing and Growing</b></p> <p><b><u>Baby to Adult</u></b></p> <ul style="list-style-type: none"> <li>*Begin to engage in role play activities with a baby e.g. bathing, rocking, singing etc (with adult support and showing more independence)</li> </ul> <p><b><u>Changes at Puberty</u></b></p> <ul style="list-style-type: none"> <li>*Recognise correct vocabulary for some of the main body parts, including genitalia.</li> </ul> <p><b><u>Dealing with Touch</u></b></p> <ul style="list-style-type: none"> <li>*Begin to understand the concept of 'kind hands.'</li> <li>*Understand how to communicate when you don't like something.</li> </ul> <p><b><u>Different Types of Relationships</u></b></p> <ul style="list-style-type: none"> <li>*Communicates likes or dislikes when around different people</li> <li>*Asks for help when needed</li> </ul>

 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p><b>Food</b></p> <ul style="list-style-type: none"> <li>*Tries some new foods, with encouragement</li> <li>*Communicates foods they like/dislike</li> <li>*Explores new food – touch, smell etc.</li> </ul> <p><b>Pre-Cooking Skills</b></p> <ul style="list-style-type: none"> <li>*With support, beginning to engage in home corner role-play activities</li> <li>*Follow up to 3 instructions (with signs and symbols)</li> <li>*Recognises and names some kitchen equipment</li> </ul> <p><b>Using a Blunt Knife</b></p> <ul style="list-style-type: none"> <li>*Knows how to hold a blunt knife safely</li> <li>*Uses a blunt knife to chop soft fruit</li> </ul> <p><b>Pouring, Mixing and Estimating</b></p> <ul style="list-style-type: none"> <li>*Pours ingredients into a range of containers.</li> </ul>	<p><b>Traveling as a Pedestrian</b></p> <ul style="list-style-type: none"> <li>*Walks in a line around school</li> </ul> <p><b>Identifying Items of Clothing</b></p> <ul style="list-style-type: none"> <li>*Finds and identifies own coat</li> </ul> <p><b>Putting on and taking off items of clothing</b></p> <ul style="list-style-type: none"> <li>*Participates more actively in the dressing process</li> <li>*Pulls their pants/nappy/underpants up and down</li> <li>*Puts shoes on with support</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>*Demonstrates a preference in food tastes</li> <li>*Pupil chooses food/drink when shown symbols/objects of reference.</li> </ul> <p><b>Toileting</b></p> <ul style="list-style-type: none"> <li>*Recognises needing the toilet independently</li> <li><i>-communicates this need</i></li> </ul> <p><b>Hygiene</b></p> <ul style="list-style-type: none"> <li>*Accepts hands being washed with hand over hand support.</li> </ul>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>*Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations.</li> <li>*Picks up objects in a palmer grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them.</li> <li>*Enjoys finger and toe rhymes and games.</li> <li>*Enjoys the sensory experience of making marks in food, damp sand, water, mud, paint etc.</li> <li>*Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul> <p><b>Health and Self-Care</b></p> <p>Communicates discomfort or distress with wet or soiled nappy. Willing to try new food textures and tastes</p> <p>Dresses with help e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers and pulls up zip once it is fastened at the bottom.</p>	<ul style="list-style-type: none"> <li>*Follows and tracks a sound or moving object, moving head and eyes.</li> <li>*Pushes, pulls, lifts and carries objects, moving them around and placing with intent.</li> <li>*Climbs inside, underneath, into corners and between objects.</li> <li>*Jumps up into the air with both feet, leaving the floor and can jump forward a small distance</li> <li>*Begins to choose different ways of moving.</li> <li>*Begins to run and climb on different levels and surfaces.</li> <li>*Starts to throw and release objects overarm.</li> <li>*Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions</li> <li>*When holding crayons, chalks etc, makes connections between their movement and the marks they make.</li> <li>*Begins to run and climb on different levels and surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>*Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</li> <li>*Notices and becomes interested in the transformative effect of their action on materials and resources</li> <li>*Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>*Uses tools for a purpose</li> <li>*Enjoys the sensory experience of making marks e.g. in sand, paint, foam etc.</li> <li>*Begins to understand the cause and effect on their actions in mark making.</li> </ul>	<ul style="list-style-type: none"> <li>*Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</li> <li>*Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> <li>*Mirrors and improvises actions they have observed, e.g. clapping or waving</li> <li>*Joins in singing songs</li> <li>*Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>*Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</li> <li>*Taps out simple repeated rhythms</li> <li>*Creates sound effects and movements, e.g. creates the sound of a car, animals</li> </ul>