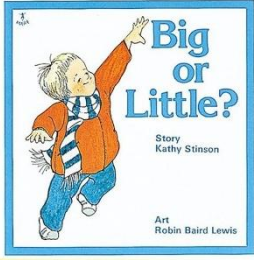
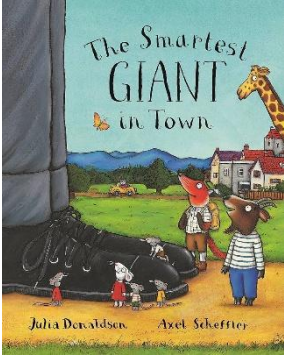
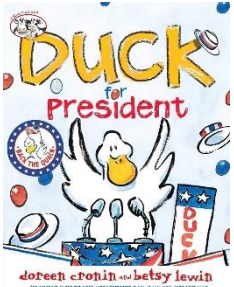




Summer 1 Medium Term Plan

Class: Scarlet

Topic: Big and Small

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*React to music with a strong and steady beat.</li> <li>*Fixates on the place when a moving object disappears e.g. a ball rolling off a table</li> <li>*Attempts to keep a beat in simple body percussion activities.</li> <li>*Looks for responses and reactions to actions or communication.</li> <li>*Selects familiar objects by name, finding the correct object from a small group of objects.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Can recognise and name/match sounds in my environment.</li> <li>*Repeats repetitive words, sounds or phrases from a story or rhyme.</li> <li>*Vocalisations are more consistent e.g., different sounds are used to convey different meanings.</li> <li>*Fills in missing words, sounds or phrases in familiar stories or rhymes.</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>*Begins to copy actions.</li> <li>*Handles books independently.</li> <li>*Turns pages in books.</li> <li>*Experiments with voice sounds e.g. pitch, volume etc</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>*Begins to join in with actions linked to a familiar rhyme, songs and stories.</li> <li>*Attempts to copy finger movements and other gestures linked to rhyme, songs and stories.</li> <li>*Begins to copy and repeat sounds, actions, words or phrases.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Will make marks on paper and on other surfaces</li> <li>*Make marks with a range of media</li> <li>*Scribbles spontaneously when given paper and mark-making materials.</li> <li>*Holds a pencil with sufficient grip and pressure to make marks on paper</li> <li>*Makes large random strokes</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Enjoys drawing freely</li> <li>*Can make controlled marks which have repetitive elements</li> <li>*Distinguishes between the marks they make.</li> <li>*Sometimes gives meaning to the marks drawn/painted etc.</li> <li>*Makes marks on their picture to stand for their name.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Recognises big things and small things in meaningful contexts.</li> <li>*Selects big and little objects on request.</li> <li>*Recognise some differences in size e.g. can match the big dog to the big dog and the little dog to the little dog.</li> <li>*Sorts everyday objects where there is a large difference in size e.g., table spoon and teaspoons.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Posts items according to their shape by trial and error.</li> <li>*Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</li> <li>*Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>*Explores the consequential properties of shapes e.g. balls roll, cylinders stand or roll etc</li> </ul>	<p><b>Most Children</b></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, singing etc (with adult support)</li> <li>*Respond to adult prompting of the names for body parts</li> <li>*Respond to adult modelling/visual stimuli for how to show responses if we are unhappy/uncomfortable with the way someone is touching us.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Respond to stimuli about some of the different kinds of families we might see.</li> <li>*Identify baby/child/adult.</li> <li>*Begin to recognise some forms of appropriate touch.</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>Most Children</b>            *Shows an awareness that items in shops need to be bought/paid for.            *Accepts being told 'no' within a shop setting.            *Can hand over money at the till with adult support.            *Actively engages in own toileting programme:            -accepts help from adults.            *Begins to follow a programme of toileting with verbal support.</p> <p><b>Some Children</b>            *Chooses an item to buy            *Shops to a shopping list (symbols)            *Begins to understand that objects can cause harm.            *Recognises needing the toilet independently            -communicates this need            -asks for help when needed</p>	<p><b>Most Children</b>            *Plant seeds and care for growing plants.            *Observes things growing            *Explores a range of plants/trees/flowers            *Explore a range of items using senses            *Explore using different body parts e.g. hands, feet, mouth            *Engage in sensory stories</p> <p><b>Some Children</b>            *Names different types of weather.            *Can say what the weather is like.            *Explore how things work            *Observes cause and effect.</p>	<p><b>Most Children</b>            *Playdough used to sculpt            *Works alongside adults to press, roll or pinch – playdough, plasticine, clay.            *Rolls dough            *Rolls dough into a rough ball.            *Uses dough cutters.            *Presses objects into dough.            *Lingers on textures that are of interest.</p> <p><b>Some Children</b>            *Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.            *Creates sound effects and movements e.g. creates the sound of cars, animals etc.            *Shows some awareness of cause and effect in a creative process.</p>	<p><b>Most Children</b>            *Hears and remembers sounds.            *Makes and copies familiar sounds.            *React to sudden and loud sounds.            *Experiences variations in sound, including quiet.            *Experiences soft (quiet) and loud.            *Creates sounds by rubbing, shaking, tapping, striking or blowing            *To experience sound in nature.</p> <p><b>Some Children</b>            *Listens to soft (quiet) and loud using the same instrument.            *Use the whole body to explore and experiment with space, texture, sounds, rhythms, materials and tools.            *Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments.</p>	<p><b>Most Children</b>            *Experiment with throwing different objects with both hands.            *Begin to show their preferred hand for throwing.            *Roll large objects on the floor.            *Waiting for activity to start.            *Waiting for name to be called to start activity.            *To accept when an activity is finished.</p> <p><b>Some Children</b>            *Begins to throw in different ways e.g. overarm and underarm.            *Track an object using eyes when it is moving.            *Begins to co-ordinate their hands and eyes in order to throw and catch an object.            *Passing a piece of equipment to someone else (including teacher).</p>	<p><b>Most Children</b>            *Fills and empties a kettle with cold water (in a play situation)            *Pours cold water from kettle into a cup (in a play situation)            *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>Some Children</b>            *Shows some independence when washing hands            *Understands the concept of hot and cold            *Communicates the need for help</p>