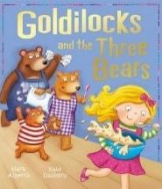

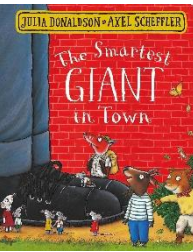

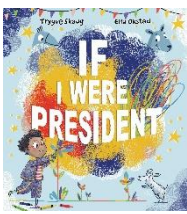




Summer 1 Medium Term Plan

Class: Jade

Topic: Big and Small

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
    	<p>Most Children:</p> <ul style="list-style-type: none"> *Link sounds to letters and can sound out most single letters. *Identify initial phonemes in a word. *Sorts by initial phoneme. *Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n *Recognise single graphemes and know the sound they make. *Segments the sounds in simple words and blend them together, knowing which letters represent some of them. <p>Some Children will:</p> <ul style="list-style-type: none"> *Orally blends CVC words with long phonemes e.g. sh-ar-k/ s-oa-p. *Identifies final phonemes in a word. *Uses phonic knowledge to read sentences. 	<p>Most Children</p> <ul style="list-style-type: none"> *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. *Match objects to pictures *Understand simple verb instructions with a gesture *Show an interest in pictures or photographs. *Show a preference for a specific book from a small selection presented. *Respond to very simple questions <p>Some Children</p> <ul style="list-style-type: none"> *Select symbols to build a caption of phrase *Copy an adult pointing to words as they read. *Can match some familiar words to pictures *Understand simple verb instructions with a gesture e.g. eat, drink, sleep *Point to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' *Point to words and pictures when asked, showing an understanding of the difference between them. *Understand who, what, where if used in simple questions asked within the here and now. 	<p>Most Children</p> <ul style="list-style-type: none"> *Enjoy drawing freely *Can make controlled marks which have repetitive elements *Imitate circular strokes *Imitate horizontal strokes *Imitate vertical strokes. *Show preference for one hand *Draw lines or shapes on a small scale *Create horizontal scribble with a writing tool. *Show control of a writing Implement *Identify the initial letter of my name *Knows that marks and symbols have meaning *Includes a variety of letters and shapes within lines of scribble *Distinguish between the marks I make. *Make marks to represent their name *Colour in a picture and keeps within the lines most of the time <p>Some Children</p> <ul style="list-style-type: none"> *Include a variety of letters and shapes within lines of scribble *Write some or all of their name in the correct order *Form some letters correctly. *Begin to use a tripod grasp *I link sounds to letters, naming and sounding the letters of the alphabet. *Attempts to write words using letter sound knowledge 	<p>Most Children</p> <ul style="list-style-type: none"> *Continue to develop their subitising and counting skills. *Explore the composition of numbers within and beyond 5. *Begin to connect quantities to numerals. *Join in with verbal counts beyond 20, recognising pattern within the counting numbers. *Order numbers and play track games. *Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns *Follow on a repeating pattern with 2 different shapes. *Identify and name circles and triangles *Compare circles and triangles <p>Some Children</p> <ul style="list-style-type: none"> *Understand that two equal groups can be called a 'double' and connect this to finger patterns *Focus on equal and unequal groups when comparing numbers *Identify and name shapes with 4 sides *Combine shapes with 4 sides *Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes *Recognise and name 3-D shapes 	<p>Most Children</p> <ul style="list-style-type: none"> *Identify baby/child/adult. *Engage in role play activities with a baby e.g. bathing, rocking, singing etc (showing more independence) *Understand the concept of kind hands *Understand the concept of boy/girl. *Identify people who make up my family. *Play alongside peers, sharing resources and taking turns. <p>Some Children</p> <ul style="list-style-type: none"> *Identify the stages of the human life cycle. *Identify visible changes from being a baby to now. *Begin to understand the concept of 'keeping your hands to yourself' *Understand how to communicate when you don't like something. *Recognise appropriate and inappropriate touch and begin to understand that this varies between people *Recognise correct vocabulary for some of the main body parts, including genitalia. *Take turns to speak, accepting the need to 'wait'.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children *Knows how much food is appropriate to put in their mouth *Handles a range of food stuff independently *Recognises needing the toilet independently <i>-communicates this need</i> <i>-asks for help when needed</i> *Places coat on a hook *Fastens and unfastens zips *Puts on and takes off a top with minimal support *Dresses self in sequence *Explores and plays with money in role play situations-baskets, trolleys, different sized bags etc, till</p> <p>Some Children *Can change their nappy and put the dirty nappy in the bin following a visual sequence *Can wipe themselves after using the toilet *Select clothing type according to weather when asked to put on clothing for warm/cold day *Follow a two-step instruction when getting dressed/undressed *Understand that money is a means of exchange- class shop, buying desirable items, using real money. *Recognises a £1 coin- understands the concept that £1 will buy one item. *Choose an item to buy *Carry own shopping in a bag, back to school. *Use a trolley/basket with care</p>	<p>Most Children *Plant seeds and care for growing plants. *Observe things growing *Explore a range of plants/trees/flowers</p> <p>Some Children *Show care and concern for living things and the environment. *Begin to observe changes in plants *Know that plants need water and sun</p>	<p>Most Children *Sticks pieces of dough together. *Uses tools to cut and manipulate dough. *Shows more independence when manipulating materials. *Begins to use 'junk' to build a model.</p> <p>Some Children *Use a range of construction materials to build 2D and 3D structures. *Explores balancing when building using a range of resources. *Explore a range of joining techniques.</p>	<p>Most Children *Experience variations in sound, including quiet. *Experience soft (quiet) and loud. *Listen to soft (quiet) and loud using the same instrument. *Create sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Some Children *Explore the concept of soft (quiet) and loud. *Explore the concept of soft (quiet) and loud using the same instrument. *Experience extremes of sound. *Experiences a graduation of sound.</p>	<p>Most Children *Show the difference between walking and running. *Transition from running to walking with ease and fluency. *Run with arms and legs co-ordinated. *Run from a start point to an end point. *Begin to balance on one leg for longer moments of time. *Jump up and down on the spot. *Vary their pace and speed when running. *Complete an obstacle course with support.</p> <p>Some Children *Jog in a straight line. *Run along a non-straight trail. *Change direction when jogging. *Run safely in a space, showing an awareness of others and objects around them. *Perform different types of jumps: -two feet to two feet -two feet to one foot -one foot to the same foot -one foot to the opposite foot -star jumps -tuck jump * Jump over flat objects. *Jump as high as possible. *Jump as far as possible. *Perform a short jumping sequence. *Understand to bend knees on landing for safety</p>	<p>Most Children *Understands that a switch can turn something on and off. *Shows some understanding of an item being hot. *Tolerates waiting for an item to cook/cool/set etc. *Communicates to an adult when a timer has finished.</p> <p>Some Children *Knows when toast is ready. -can put toast back in the toaster if it is not ready. *Knows how to remove toast safely. *With support, uses a range or electrical equipment such as: -blender -toaster -microwave *Uses equipment to make a range of dishes (focusing on the process) *Checks on food being cooked/setting etc with adult support.</p>