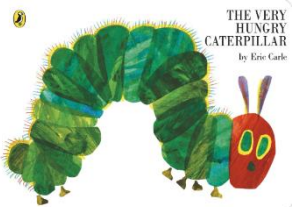

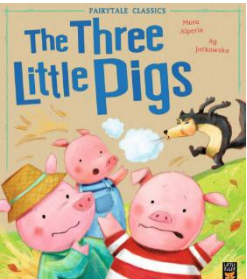




Summer 2 Medium Term Plan

Class: Jade

Topic: Who Lives in a House Like This?

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	<p>Most Children: *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> <p>Some Children will: *Orally blends CVC words with long phonemes e.g. sh-ar-k/ s-oa-p. *Identifies final phonemes in a word.</p>	<p>Most Children *Listen to songs and stories with increasing attention and recall. *Understand simple verb instructions with a gesture *Respond to questions about familiar events or experiences *Repeats repetitive words, sounds or phrases from a story or rhyme *Fills in missing words, sounds or phrases in familiar stories or rhyme *Sorts object into two groups based on simple link e.g. colour *Recognise own name from a choice</p> <p>Some Children *Select symbols to build a caption of phrase *Copy an adult pointing to words as they read. *Can match some familiar words to pictures *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. *Find two words that go together to make a compound word</p>	<p>Most Children *Can make controlled marks which have repetitive elements *Show preference for one hand *Draw lines or shapes on a small scale *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. *Colour in a picture and keeps within the lines most of the time *Begin to use a tripod grasp *Clap out one to three syllable words, depending on the number of syllables they have.</p> <p>Some Children *Write some or all of their name in the correct order *Writes recognisable letters *Form some letters correctly. *Link sounds to letters, naming and sounding the letters of the alphabet. *Attempts to write words using letter sound knowledge *Find two words that go together to make a compound word</p>	<p>Most Children *Compare sets and use language of comparison: more than, fewer than, an equal number to *Focus on the 'staircase' pattern and ordering numbers *Focus on ordering of numbers to 8 *Focus on 7 *Shows an interest in size and weight *Explores capacity by selecting, filling and emptying containers e.g. fitting toys in a pram *Beginning to understand that things might happen now or at another time, in routines</p> <p>Some Children *Make unequal sets equal *Use language of less than *Explores differences in size, length, weight and capacity *Beginning to understand some talk about immediate past and future *Compare mass *Find a balance *Explore capacity *Compare capacity *Beginning to use some positional language in play and real-life situations *Move into simple positions when instructed using positional language.</p>	<p>Most Children *Explore the concept of healthy foods through sensory experiences. *Identify some healthy foods. *Recognise foods we like/do not like to eat. *Communicate favourite things *Confidently explore equipment, taking risks</p> <p>Some Children *Explains what might happen to our teeth if they are not regularly brushed/too much sugar is consumed. *Explain why we might need to eat foods we might not like very much. *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 *Take turns to speak, accepting the need to 'wait'. *Accept mistakes being made</p>



<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> *Recognises needing the toilet independently <i>-communicates this need</i> <i>-asks for help when needed</i> *Dresses self in sequence *Choose an item to buy *Shows awareness of sharp objects in the classroom e.g. scissors *Select clothing type according to weather when asked to put on clothing for warm/cold day *Walks with their group without running or walking ahead *Responds to instructions of stop/go</p> <p><u>Some Children</u> *Can change their nappy and put the dirty nappy in the bin following a visual sequence *Can wipe themselves after using the toilet *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. *Carry own shopping in a bag, back to school. *Use a trolley/basket with care</p>	<p><u>Most Children</u> *Shows care and concern for living things *Name a range of animals and where they live. *Knows that some animals are kept as pets. *Beginning to recognise differences in people. *Meet's and greets people in an appropriate way *Shows an awareness that they have similarities and differences that connect them to, and distinguish them from, others. *Sort and categorise based on a simple feature e.g. cats/dogs etc *Tries some new foods, with encouragement.</p> <p><u>Some Children</u> *Describe what they see, hear and feel whilst outside. * Understand the life cycle of a selection of animals *Know how to take care of animals within the local environment. *Recognises and describes special times or events for family or friends. *Has an understanding of occupations and can say jobs they would like/would not like.</p>	<p><u>Most Children</u> *With support, washes some resources e.g. paint brushes/pots. *Begins to collect some resources needed for lesson/activity. *Draws a range of 'lines' including, wavy, zig zag, circle. *Draws a face with all basic features. *Beginning to use representation to communicate e.g. drawing a line and saying/communicating 'That's me'. *Shows different emotions in their drawings and paintings e.g. happiness, sadness etc.</p> <p><u>Some Children</u> *Tolerates body parts being used for printing. *Colours 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. *Experiments with different brushes and other painting tools. *Beginning to make-believe by pretending.</p>	<p><u>Most Children</u> *Experiences changes in musical structure e.g. lights on for verse and off for chorus *Learn a song with AB structure. *Enjoys joining in with moving, dancing and ring games. *Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p><u>Some Children</u> *Takes turns with peers when rehearsing or performing. *Takes part in a musical performance</p>	<p><u>Most Children</u> *Waiting for activity to start. *Waiting for name to be called to start activity. *Understands basic rules. *Begin to show their preferred hand for throwing. *Taking turns when playing games with support. *Throw underarm and overarm. *Throw a ball towards a target with increasing accuracy.</p> <p><u>Some Children</u> *Following the game rules. *Knows how to stay safe when taking part in physical activity. *Begin to throw to a partner and then receive the object back.</p>	<p><u>Most Children</u> *Follow a series of instructions (with signs and symbols). <i>This includes gathering equipment.</i> *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. *Checks on food being cooked/setting etc with adult support.</p> <p><u>Some Children</u> *Knows that germs can cause sickness *Uses dishcloths, sponges etc correctly when washing dishes. *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) *Sets and responds to a digital timer with less support</p>