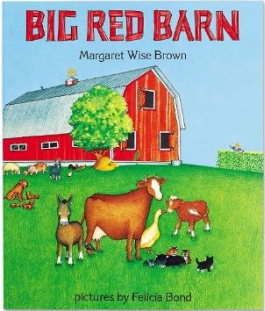
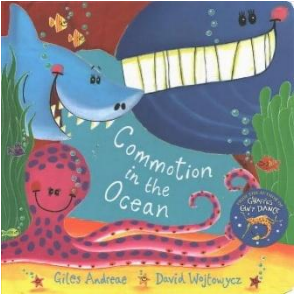
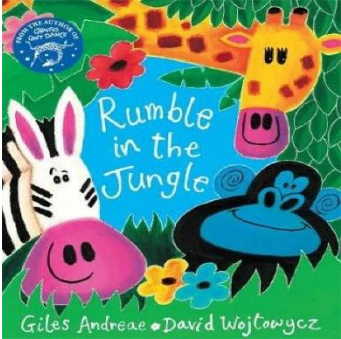




Summer 2 Medium Term Plan

Class: Scarlet

Topic: Who Lives in a House Like This?

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
  	<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>*During water play, show filling and emptying containers.</li> <li>*Shows awareness of some sounds and objects associated with specific activities e.g. hello song = start of day, going home song = end of day.</li> <li>*Takes part in turn taking activities where they are sometimes asked to 'wait' or 'wait longer' e.g. pressing a switch to produce a sound or light.</li> <li>*Investigates fitting themselves inside and moving through spaces</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Demonstrate early understanding of volume when there is a clear contrast e.g. chooses full glass of preferred drink.</li> <li>*Use spatial words during everyday play and routines, or one-word comments e.g. <i>in</i> and <i>out</i>; <i>up</i> and <i>down</i>.</li> <li>*play hide and reveal games with objects in boxes and under cups.</li> <li>*Shows an interest in size and weight</li> <li>*Explores capacity by selecting, filling and emptying containers e.g. fitting toys in a pram</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Join in with strategies to support our physical and mental well-being - including relaxation strategies</li> <li>*Joins in with physical movement activities</li> <li>*Child to choose which area of the classroom they want to explore</li> <li>*Communicate things they like.</li> <li>*Child to accept that they can not always do what they want to do.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Begin to communicate being unwell, hurt or in pain to a familiar adult.</li> <li>*Confidently explore equipment, taking risks.</li> <li>*Child to choose own resources to create something of their choice e.g. choose which construction resources to use, which media to use to cut and stick with etc</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>            *Accepts exploration of self, e.g. accepting a hand massage.            *Reacts when their hands/feet are touched with different textures            *Begins to understand that objects can cause harm.            *Accepts hands being washed with hand over hand support.            *Follows a simple instruction when accompanied by gesture and context</p> <p><b>Some Children</b>            *Shows an awareness of how to use equipment safely when in the cookery room.            *Examines own hands when aware of sticky unusual textures on them *Responds to one step commands appropriately e.g. get your shoes            *Shows an awareness when the clothing item is not on correctly and tries to correct it.</p>	<p><b>Most Children</b>            *Recognise a range of animals            *Recognise some animal noises            *Begins to show an understanding that animals need food and water            *Beginning to show an interest in peers *Observes cause and effect.</p> <p><b>Some Children</b>            *Name a range of animals            *Knows where some animals live            *Names parts of an animal e.g. tail, whiskers, claws            *To know what food is -recognising if we can eat something or not</p>	<p><b>Most Children</b>            *Explores mark making using hands and feet to create marks, including lines.            *Uses a range of materials to mark make.            *Draws a face with some noticeable features            *Uses a range of tools to mark make.            *Makes deliberate marks,.            *Randomly changes colour            *Realises there is a range of colours that can be used.            *Tolerates body parts being used for printing.            *Uses fingers, feet and a range of brushes to create marks.</p> <p><b>Some Children</b>            *Draws a range of 'lines' including, wavy, zig zag, circle.            *Shows different emotions in their drawings and paintings e.g. happiness, sadness etc.            *Draws a face with all basic features.            *Creates sound effects and movements e.g. creates the sound of animals etc.</p>	<p><b>Most Children</b>            *Experience music as a storytelling medium.            *Shows attention to sounds and music.            *Makes links between music experienced in different activities or at specific times of the day e.g. the tidy up song.            *Tolerates music linked to events and ambience (e.g. in a sensory story)            *To experience a musical story.            *To experience sound in nature.</p> <p><b>Some Children</b>            *Enjoys joining in with moving, dancing and ring games.            *Initiates favourite songs thorough action or other cues.            *Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments.            *Sings/vocalises whilst listening to music or playing with instruments/sound makers.</p>	<p><b>Most Children</b>            *Refine basic movement skills including            -running            -walking            -jumping            -climbing            *Show the difference between walking and running.            *Walk safely in space, showing awareness of others and objects around them.            *Lift one leg from the floor and then the other.            *Experiment and explore the action of jumping in play.</p> <p><b>Some Children</b>            *Show the difference between walking and running.            *Jog in a straight line. (moved over)            *Transition from running to walking with ease and fluency.            *Begin to balance on one leg for longer moments of time.            *Jump up and down on the spot.</p>	<p><b>Most Children</b>            *Preparing for a cooking activity, tolerating:            -washing hands            -wearing an apron            *Understands the concept of hot and cold            *Communicates the need for help</p> <p><b>Some Children</b>            *Recognises and finds some simple kitchen equipment.            *Understands that a switch can turn something on and off.            *Shows some understanding of an item being hot.</p>