


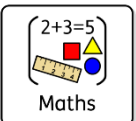



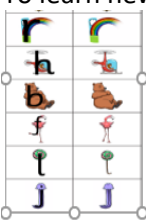
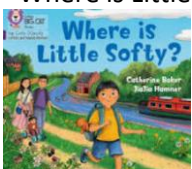
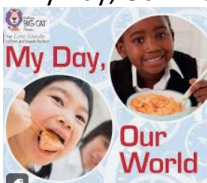

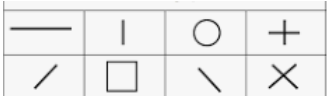





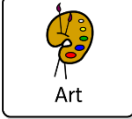
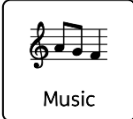


Summer 2: Medium Term Plan

Class: Mint

Topic: Where We Live?

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>* To develop awareness of sounds and rhythm. Rhyme Time - 'Hickory, Dickory Dock' * To review sounds learned:</p>  <p>*To learn new sounds</p> 	<p>*Where is Little Softy?</p>  <p>*My Day, Our World</p>  <p>*Seasons</p>  <p>*To find and recognise pictures *To begin to use phonics to blend simple CVC words.</p>	<p>*To begin to form early writing shapes. - Squiggle While you Wiggle -Mat Man</p>  <p>*To show control of a writing implement *To stay within the lines when colouring. *To begin to write my name. *To begin to form recognisable marks and letters.</p>	<p>* To subitising within 5. * To count forwards and backwards within 20. *To practise counting through number rhymes, stories, songs and games. *To recognise when two collections are the same using large and small objects *To make collections the same using large and small objects *To sort and talk about their own collections *To begin to use measurement and comparison.</p> 	<p>* Notices detailed features of objects in their environment. *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 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. *Shows interest in the lives of people who are familiar to them *Shows interest in different occupations and ways of life. *Beginning to recognise differences in people.</p>	<p>*Healthy Lifestyles * Identify some healthy foods. *Recognise 'treat's (foods that should only be eaten once in a while). *Recognise foods we like/do not like to eat. *To accept taking turns (with adult support). *To demonstrate good listening skills. *To communicate how I feel. * To learn about friendships. *Recognise kind and unkind behaviours *To tolerate others playing with toys they like. Join in with simple hygiene routines. *Identify physical activities that I enjoy doing. *Begin to recognise how to stay safe in the sun -accept wearing a cap/sun cream etc.</p>

 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<ul style="list-style-type: none"> * To recognise and name a range of food, including a range of fruit and vegetables *To explore the differences between food and drink *To know that I need to wash my hands before preparing food. * Know how to carry a (blunt) knife safely * Uses cookie cutters independently with minimal safety reminders – both in play (e.g. playdough) and using real food. * Picks up cut out shapes and places them onto a tray. * To cleans a surface with support * To Follow a series of instructions (with signs and symbols). 	<ul style="list-style-type: none"> *To transition from one area of the school to another. *To find my coat on my peg *To put on my own coat. *To remove my own shoes and socks for PE. *To put my own shoes and socks on. *To understand that money is a means of exchange (class café) *With support, begins to show some awareness of danger *Begins to recognise some positional language: left, right, forward, backwards *To be involved in self care and toileting needs. 	<ul style="list-style-type: none"> * To begin to develop finger coordination (Dough Disco) * To develop gross motor coordination (Hedgehog Hideaway, Adventure Playground, Discovery Park) *To develop spacial awareness (Daily Mile, Play Time) 	<ul style="list-style-type: none"> *To listen to instructions *To safely move in the water. *To travel around a space in different ways *To stop and start to music. *To take part in team games 	<ul style="list-style-type: none"> *To create simple representations of observations. *To begin to use a variety of drawing tools. *To explore what happens when a colour is mixed. *To use printing to improve fine motor skills ensuring prints are placed accurately. *To select a variety of materials to use creatively. 	<ul style="list-style-type: none"> *I can choose instruments. *I can make a sound with a variety of instruments. *I can keep to a beat.