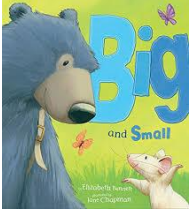
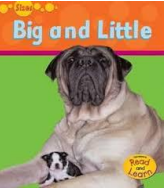
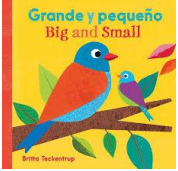
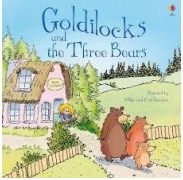




Summer 1 Medium Term Plan

Class: Ruby Class

Topic: Big and Small

<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><u>Most Children</u></b>            *Begins to join in with actions linked to a familiar rhyme, songs and stories.            *Selects familiar objects by name, finding the correct object from a small group of objects.</p> <p><b><u>Some Children.</u></b>            *Vocalisations are more consistent e.g. different sounds are used to convey different meanings.</p>	<p><b><u>Most Children</u></b>            *Understands familiar words in context e.g. mammy, bath.            *Eye gaze is fixated for longer periods of time.            *Will fixate on a familiar person or object.            *Responds to pictures in a familiar text.</p> <p><b><u>Some Children</u></b>            *Handles books independently.            *Turns pages in a book.            *Looks for responses and reactions or communication.            *Responds to own name.            *Indicates to an adult that they want them to read a specific book.</p>	<p><b><u>Most Children</u></b>            *Make controlled movements with arms and legs.            *Will tolerate tools in their hand to mark-make            *Will make marks on paper and on other surfaces</p> <p><b><u>Some Children</u></b>            *Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.            *Imitates drawing simple shapes such as circles and lines.            *Makes marks on their picture to stand for their name.</p>	<p><b><u>Most Children</u></b>            *Explores differently sized and shaped objects.            *Recognises big things and small things in meaningful contexts.            *Selects big and little objects on request.            *Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.            *Explore shape resources</p> <p><b><u>Some Children</u></b>            * Follow on a repeating pattern with 2 different shapes.            *Follow on a repeating pattern using 2 different colours.            *Identify and name circles and triangles.</p>	<p><b><u>Most Children</u></b>            *Begin to understand the concept of kind hands.            *Explore different areas of the classroom.            *Play alongside peers, sharing resources and taking turns.</p> <p><b><u>Some Children</u></b>            *Respond to adult prompting of the names for body parts and changes of puberty.            *Take turns to speak, accepting the need to 'wait'.</p>



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b><u>Most Children</u></b>            *Explores and plays with money in role play situations            *Explores role-play within classroom environment            *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.            *Tolerates wearing clothing in social situations</p> <p><b><u>Some Children</u></b>            *Recognises a £1 coin            *Chooses an item to buy            *Shops to a shopping list (symbols)</p>	<p><b><u>Most Children</u></b>            *Plant seeds and care for growing plants.            *Observes things growing            *Explores a range of plants/trees/flowers            *To match picture to picture/object to picture/object to symbol etc.</p> <p><b><u>Some Children</u></b>            *Begins to observe changes in plants            *Knows that plants need water and sun            *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc</p>	<p><b><u>Most Children</u></b>            *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.            *Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p><b><u>Some Children</u></b>            *Shows more independence when manipulating materials.            *Begins to use 'junk' to build a model.</p>	<p><b><u>Most Children</u></b>            *Experiences variations in sound, including quiet.            *Experiences soft (quiet) and loud.            *Listens to soft (quiet) and loud using the same instrument.            *Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p><b><u>Some Children</u></b>            *Explore the concept of soft (quiet) and loud.            *Explore the concept of soft (quiet) and loud using the same instrument.</p>	<p><b><u>Most Children</u></b>            *Responds to a range of stimuli.            *Responding to music starting and stopping.            *Moving to music.            *Copying movements.</p> <p><b><u>Some Children</u></b>            *Clap and stamp to a beat or music.            *Links movements to sounds and music.</p>	<p><b><u>Most Children</u></b>            *Knows that toast is made in a toaster.            *Presses down the lever on a toaster.            *Waits for the toast to cook.            *Fills and empties a kettle with cold water (in a play situation)            *Tolerates waiting for an item to cook/cool/set etc.</p> <p><b><u>Some Children</u></b>            *Checks on food being cooked/setting etc with adult support.</p>