
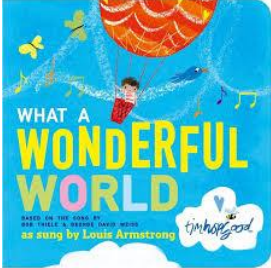
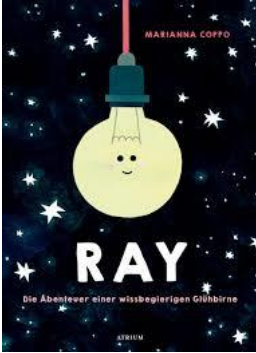
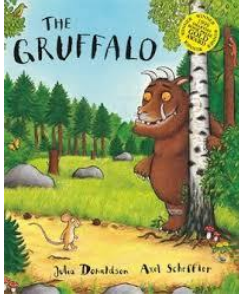
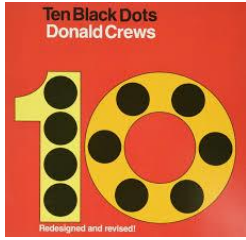
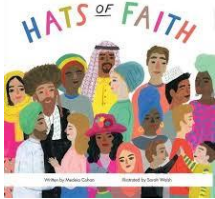




Spring 2 Medium Term Plan

Class: Lavender

Topic: Light and Dark

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
  	<p>Most Children *Enjoys rhyming stories, songs and rhymes. *Recognises some letters and symbols. *Matches words that rhyme from a choice of 3.</p> <p>Some Children *Links sounds to letters and can sound out most single letters. * Detects rhyme and can find the odd one out. *Uses phonic knowledge to read single words.</p>	<p>Most Children *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Beginning to re-enact simple stories or real-life situations through role play * Indicates to an adult that they want them to read a specific book.</p> <p>Some Children *Beginning to find pleasure in reading. *Draws a picture to illustrate a story. *Sequences up to three pictures to show order of events.</p> <p>Sensory Story Focus</p> 	<p>Most Children *I can recognise mark-making materials * I make marks with a range of media *I scribble spontaneously when given paper and mark-making materials.</p> <p>Some Children *I use writing in purposeful play *I hear, say and write the initial sound in words. *I link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Most Children * I can count forwards and backwards in 1s, from 0 to 20 *Become familiar with dot patterns *Responds to words like lots or more</p> <p>Some Children *Comparison of sets 'just by looking' * Focus on counting skills *Focus on the 'five-ness of 5' using one hand and the die pattern for 5 *Comparison of sets - by matching</p> <p>Book</p> 	<p>Most Children *Engage in cultural festivals and celebrations through a range of experiences. *Recognise money *Respond to stimuli linked to familiar jobs e.g. hair dresser/café/supermarket role play etc.</p> <p>Some Children *Begin to recognise differences between myself and others. *Show an understanding of familiar jobs through role play activities. *Demonstrate how to take care of belongings e.g. lid on glue/lids on pens etc.</p> <p>Book</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> *Keeps seatbelt on while on the bus *Stays seated on the bus. *Builds tolerance for being on the bus for longer periods of time.</p> <p><u>Some Children</u> *Shows awareness of sharp objects in the classroom e.g. scissors *Begins to understand the concept of a stranger. *Identifies own belongings e.g. coat/shoes etc.</p>	<p><u>Most Children</u> *Watches toy being hidden and tries to find it. *Enjoys playing with small-world models such as a farm, a garage, or a train track. *Carries out simple instructions when also given a gesture or physical prompt, e.g. pour out the sugar or push the car.</p> <p><u>Some Children</u> *Can name simple objects e.g. ice cream, bubbles, cup *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. *Talks about/communicates some of the things they have observed such as plants, animals, natural and found objects.</p>	<p><u>Most Children</u> *Uses fingers, feet and a range of brushes to create marks. *Colours a picture *Explores colour mixing</p> <p><u>Some Children</u> *Shows an awareness of if it is light or dark. *Identifies objects from silhouettes</p>	<p><u>Most Children</u> *Listen to a range of voices sing (with a wide vocal range). *Tolerates listening to a range of voices sing. *Explores their own voice.</p> <p><u>Some Children</u> *Explore changes in pitch *Explores and learns how sounds can be changed. *Sing the pitch of a tone sung by another person ('pitch match').</p>	<p><u>Most Children</u> *Show the difference between walking and running. *Run from a start point to an end point. *Experiment and explore the action of jumping in play.</p> <p><u>Some Children</u> *Jog in a straight line *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 *Refine basic movement skills including -rolling -crawling -hopping -skipping</p>	<p><u>Most Children</u> *Recognise and name a knife. *With support, holds the peeler at the correct angle to peel, and the vegetable with non-peeling hand (may need some hand over hand) *Spins the handle on a can/tin opener with support and with continual safety reminders.</p> <p><u>Some Children</u> *Uses a blunt knife to chop soft fruit -holding fruit with non-chopping hand *Uses a blunt knife to spread, with support (using dominant hand if appropriate)</p>