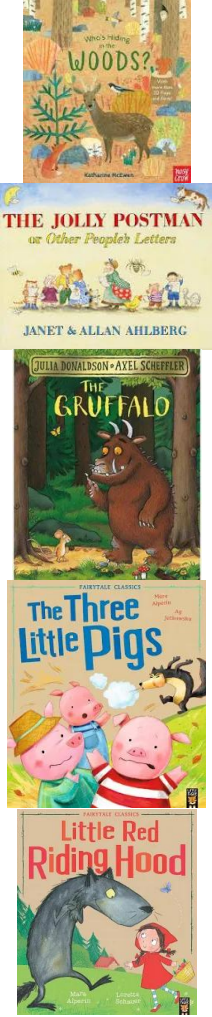




Summer 2 Medium Term Plan

Class: Sage

Topic: Who lives in a house like this?

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
	<p>Most Children</p> <ul style="list-style-type: none"> *Recognise some letters and symbols. *Enjoy rhyming stories, songs and rhymes. *Can recognise and name/match sounds in my environment <p>Some Children</p> <ul style="list-style-type: none"> *Begin to re-enact simple stories or real-life situations through role play *Copy finger movements and other gestures linked to rhyme, songs and stories. *Join in with actions linked to a familiar rhyme, songs and stories. *Begin to copy and repeat sounds, actions, words or phrases. *Repeat repetitive words, sounds or phrases from a story or rhyme. *Fill in missing words, sounds or phrases in familiar stories or rhymes. *Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol *Links sounds to letters and can sound out most single letters. *Orally blends compound words e.g foot-ball/rain-bow. *Orally blends CVC words with short phonemes e.g. c-a-t/s-un *Recognises single graphemes and knows the sound they make. *Uses phonic knowledge to read single words. 	<p>Most Children</p> <ul style="list-style-type: none"> *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. *Match objects to pictures *Understand simple verb instructions with a gesture *Show an interest in pictures or photographs. *Show a preference for a specific book from a small selection presented. *Respond to very simple questions <p>Some Children</p> <ul style="list-style-type: none"> *Select symbols to build a caption of phrase *Copy an adult pointing to words as they read. *Can match some familiar words to pictures *Understand simple verb instructions with a gesture e.g. eat, drink, sleep *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. 	<p>Most Children</p> <ul style="list-style-type: none"> *Enjoy drawing freely *Can make controlled marks which have repetitive elements *Trace circular movements *Trace horizontal movements *Imitate circular strokes *Imitate horizontal strokes *Imitate vertical strokes. *Show preference for one hand *Draw lines or shapes on a small scale *Create horizontal scribble with a writing tool. *Begin to use a tripod grasp *Show control of a writing Implement <p>Some Children</p> <ul style="list-style-type: none"> *Distinguish between the marks I make. *Make marks on their picture to stand for their name. *Identify the initial letter of my name *Make marks to represent their name *Include a variety of letters and shapes within lines of scribble *Colour in a picture and keeps within the lines most of the time *Write some or all of their name in the correct order *Form some letters correctly. 	<p>Most Children</p> <ul style="list-style-type: none"> *Take 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. *Associate a sequence of actions with daily routines *Begin to understand that things might happen 'now'. *Can remember learned responses over increasing periods of time and may anticipate known events e.g. collecting coats and bags at the end of the school da *Select shapes for a reason *Begin to explore and describe natural shapes and objects *Investigate fitting themselves inside and moving through spaces *Show an interest in size and weight *Explore 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>Some Children</p> <ul style="list-style-type: none"> *Explore differences in size, length, weight and capacity *Begin to understand some talk about immediate past and future 	<p>Most Children</p> <ul style="list-style-type: none"> *Communicate likes and dislikes with food. *Accept teeth being brushed/will brush teeth. *Join in with strategies to support our physical and mental well-being - including relaxation strategies *Join in with physical movement activities *Accept routines which support our physical health e.g. bed time, washing hands, baths et *Join in with simple hygiene routines. <p>Some Children</p> <ul style="list-style-type: none"> *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. *Show more independence when brushing teeth. *Begin to recognise how to stay safe in the sun *Understand that clothes can keep us warm and that we wear different cloths in different weathers. *Recognise the feeling of being tired and begins to communicate this feeling.



<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> *Know how much food is appropriate to put in their mouth *Handle a range of food stuff independently *Recognise needing the toilet independently <i>-communicates this need</i> <i>-asks for help when needed</i> *Place coat on a hook *Fasten and unfasten zips *Put on and takes off a top with minimal support *Dress self in sequence *Explore and play with money in role play situations-baskets, trolleys, different sized bags etc, till</p> <p><u>Some Children</u> *Can wipe themselves after using the toilet *Select clothing type according to weather when asked to put on clothing for warm/cold day *Follow a two step instruction when getting dressed/undressed *Understand that money is a means of exchange- class shop, buying desirable items, using real money. *Recognise a £1 coin-understands the concept that £1 will buy one item. *Choose an item to buy *Carry own shopping in a bag, back to school. *Can hand over money at the till with adult support *Wait for change and receipt *Use basic social interaction skills within a shop setting e.g. hello/goodbye</p>	<p><u>Most Children</u> *Meet and greet people in an appropriate way *Show interest in the lives of people who are familiar to them *Show interest in different occupations and ways of life. *Begin to recognise differences in people. *In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. *Begin to show an interest in peers</p> <p><u>Some Children</u> *Have an understanding of occupations and can say jobs they would like/would not like.</p>	<p><u>Most Children</u> *Use a range of tools to mark make. *Make deliberate marks,. *Randomly change colour *Realise there is a range of colours that can be used. *Tolerate body parts being used for printing. *Use fingers, feet and a range of brushes to create marks</p> <p><u>Some Children</u> *Draw a face with all basic features. *Use tools to achieve desired outcome. *Colour a picture *Show their picture to a familiar adult</p>	<p><u>Most Children</u> *Experience music as a storytelling medium</p> <p><u>Some Children</u> *Enjoy joining in with moving, dancing and ring games. *Continue to explore moving in a range of ways, e.g. mirroring, creating own movement patterns *Sing to self and makes up simple songs.</p>	<p><u>Most Children</u> *Experiment with throwing different objects with both hands. *Begin to show their preferred hand for throwing. *Begin to throw in different ways e.g. overarm and underarm. *Begin to co-ordinate their hands and eyes in order to throw and catch an object. *Roll large objects on the floor. *Track an object using eyes when it is moving.</p> <p><u>Some Children</u> *Throw underarm and overarm. *Throw a ball towards a target with increasing accuracy. *Improve the distance they can throw by using more power. *Co-ordinate their hands and eyes to throw and catch an object. *Roll large equipment in different distances *Begin to catch slow moving objects (balloons). *Begin to use cupped hands to prepare to catch an object</p>	<p><u>Most Children</u> *Know that toast is made in a toaster. *Press down the lever on a toaster. *Wait for the toast to cook. *Tolerate waiting for an item to cook/cool/set etc. *Show some understanding/awareness that an item may change its appearance when cooking</p> <p><u>Some Children</u> *Understand that a switch can turn something on and off. *Show some understanding of an item being hot. *Know when toast is ready. -can put toast back in the toaster if it is not ready. *Know how to remove toast safely. *With support, use a range or electrical equipment such as: -toaster -microwave *Use equipment to make a range of dishes (focusing on the process) *Check on food being cooked/setting etc with adult support.</p>



Columbia Grange
School