




Spring 2 Medium Term Plan

Class: The Nest

Topic: Light and Dark

| Key Texts | Phonics | Reading | Mark Making/Writing | Maths | PSHE/British Values |
|--|---|---|--|---|---|
|  | <p>Most Children</p> <ul style="list-style-type: none"> *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Makes fleeting eye contact with the speaker and/or make fleeting eye contact with object making sound. *Responds to early interaction rhymes. *Indicate wanting 'more' during interaction rhymes. <p>Some Children</p> <ul style="list-style-type: none"> *Joins in with actions linked to a familiar rhyme, songs and stories. *Recognises some letters and symbols. | <p>Most Children</p> <ul style="list-style-type: none"> *Handles books independently. *Turns pages in books. *Attempts to copy finger movements and other gestures linked to rhyme, songs and stories. *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Understands familiar words in context e.g. milk, mammy, bath. <p>Some Children</p> <ul style="list-style-type: none"> *Points to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' *Understands who, what, where if used in simple questions asked within the here and now. | <p>Most Children</p> <ul style="list-style-type: none"> *Holds a pencil with sufficient grip and pressure to make marks on paper *Will tolerate tools in their hand to mark-make *Will make marks on paper and on other surfaces *Make marks with a range of media *Scribbles spontaneously when given paper and mark-making materials. *Chooses to mark-make <p>Some Children</p> <ul style="list-style-type: none"> *Distinguish between the marks I make. *Sometimes give meaning to the marks I draw/paint etc. *Begin to use anti-clockwise movements and can retrace vertical lines | <p>Most Children</p> <ul style="list-style-type: none"> *Reacts to obvious changes of amount when those amounts are significant (more than double) *Notice and mirror children's reactions to changes in amount. *Can take 'one' in learned situations – e.g. a biscuit. * With support, request 'more' * Hear some number names <p>Some Children</p> <ul style="list-style-type: none"> *Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence * Join in saying some number names * Practise saying number names in order *Respond to "I see 1, 2, 3" *Recognise "I see 1, 2, 3" | <p>Most Children</p> <ul style="list-style-type: none"> *Respond to stimuli linked to familiar jobs e.g. hair dresser/café/supermarket role play etc.. *Explore sensory stimuli which links to festivals and celebrations *Explore stimuli which shows visible differences between people <p>Some Children</p> <ul style="list-style-type: none"> *Engage in cultural festivals and celebrations through a range of experiences. *Recognise and name a range of familiar jobs *Recognise people who help us |



| <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> *Follows one step directions when getting dressed/undressed *Pulls up/takes down pants/nappy/underpants *Takes off their coat/top *Attempts to put on socks *Puts arms down sleeves with assistance *Responds to one step commands appropriately e.g. get your shoes *Puts coat on independently *Closes Velcro fastening *Tolerates wearing clothing in social situations</p> <p><u>Some Children</u> *Begins to follow a programme of toileting with verbal support. *Accepts hands being washed with hand over hand support.</p> | <p><u>Most Children</u> *Pupil can communicate an awareness of changes in light, sound or movement. e.g. comments on a spider moving across a table *Pupil demands a desired object or event by reaching or pointing, e.g. reaches for picture of an animal, a doll, or a soft toy *Pupil shows understanding of objects, materials and events, e.g. holding shaker close to ear, smelling a flower *Moves eyes, then head, to follow moving objects. *Explore a range of items using senses *Explore using different body parts e.g. hands, feet, mouth *Engage in sensory stories</p> <p><u>Some Children</u> *Names simple actions, e.g. pour, mix *Completes simple descriptions about what happened, e.g.. "The water.." (adult) "...got hot." (pupil)</p> | <p><u>Most Children</u> *To identify a range of colours *Begins to sort by colour *Explores primary and secondary colours *To follow a light in a dark room. *Appears to notice light. *Closes eyes to sudden bright light *Shows an awareness of if it is light or dark. *Realises there is a range of colours. *Uses senses to explore materials</p> <p><u>Some Children</u> *Explores colour mixing. *Identifies objects from silhouettes *Shows an awareness of shadows *Tolerates hands being washed. *Recognises when hands need to be washed. *Realises they see self in mirror</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. *Explore changes in pitch *Explores and learns how sounds can be changed.</p> <p><u>Some Children</u> *Sing the pitch of a tone sung by another person ('pitch match').</p> | <p><u>Most Children</u> *Experiment with throwing different objects with both hands. *Begin to show their preferred hand for throwing. *Begins to throw in different ways e.g. overarm and underarm. *Begins 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> *Improve the distance they can throw by using more power. *Co-ordinates their hands and eyes to throw and catch an object.</p> | <p><u>Most Children</u> *With support, holds the grater with care, using non-grating hand (may require some hand over hand) *With support, holds the peeler at the correct angle to peel, and the vegetable with non-peeling hand (may need some hand over hand) *Tolerates washing hands using soap. *Shows some independence when washing hands</p> <p><u>Some Children</u> *Begins to peel simple vegetables such as carrots *Understands the concept of hot and cold *Communicates the need for help</p> |