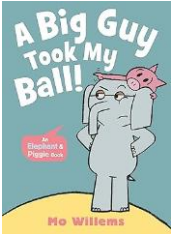
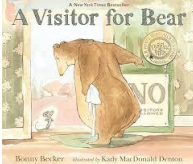
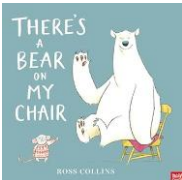





Summer 1 Medium Term Plan

Class: Mint

Topic: Big and Small

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PHSE/British Values
<p>Elephant &amp; Piggie – Mo Williams – A big guy took my ball</p>  <p>A visitor for Bear – Bonny Becker</p>  <p>There's a bear on my chair – Ross Collins</p>  <p>Tinka – Rainy Dohaney</p> 	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Link sounds to letters and can sound out most single letters.</li> <li>*Identify initial phonemes in a word.</li> <li>*Sorts by initial phoneme.</li> <li>*Orally blends three syllable words.</li> <li>*Orally blends CVC words with long phonemes e.g. sh-ar-k/ s-oa-p.</li> <li>*Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n</li> <li>*Recognise single graphemes and know the sound they make.</li> <li>*Identifies final phonemes in a word.</li> <li>*Segments the sounds in simple words and blend them together, knowing which letters represent some of them.</li> <li>*Uses phonic knowledge to read sentences.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Recognise some letters and symbols.</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Joins in with actions linked to a familiar rhyme, songs and stories.</li> <li>*Develops play around familiar stories, rhymes or songs.</li> <li>*Choose books to look at Independently.</li> <li>*Recognise some letters and symbols.</li> <li>*Shows an interest in pictures or photographs</li> <li>*Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol</li> <li>*Points to the correct part of a picture based on what they are doing e.g. Who is jumping?</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Enjoy listening to familiar adults reading stories.</li> <li>*Select symbols to build a caption or phrase (Colourful Semantics)</li> <li>*Answer simple 2 key word questions about a story e.g. 'Is the bear black?' Yes/No</li> <li>*Answer questions (who, what, where) about a story verbally or using signs/symbols/gestures</li> <li>*Uses phonic knowledge to read single words.</li> <li>*Uses phonic knowledge to read sentences.</li> <li>*Recognise digraphs and know the sound they make</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*I explore with a range of musical instruments</li> <li>*Will make marks on paper and on other surfaces</li> <li>*Makes circular shapes with a drawing tool</li> <li>*Creates horizontal scribble with a writing tool.</li> <li>*Creates a vertical scribble with a writing tool</li> <li>*Colours over a picture</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*I hold three phonemes in more complex tasks e.g. writing a word (this could be using magnetic letters)</li> <li>* Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>* Shows control of a writing implement</li> <li>*Uses a dominant hand</li> <li>*Writes recognisable letters</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Beginning to use some positional language in play and real-life situations</li> <li>*Move into simple positions when instructed using positional language.</li> <li>*Describe small-world routes</li> <li>*Describe how they are moving or moving toys around a simple route</li> <li>*Explore capacity</li> <li>*Compare capacity</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Explore objects and small world from different positions</li> <li>*Make simple routes in small world with lines and curve</li> <li>*Compare mass</li> <li>*Find a balance</li> </ul>	<p><b>Most Children:</b></p> <ul style="list-style-type: none"> <li>*Understand the concept of a baby.</li> <li>*Begin to engage in role play activities with a baby e.g. bathing, rocking, singing etc (with adult support)</li> <li>*Respond to adult prompting of the names for body parts and changes of puberty.</li> <li>*Begin to understand the concept of kind hands.</li> <li>*Play alongside peers, sharing resources and taking turns.</li> <li>*Communicate the want for a song/game to be repeated.</li> </ul> <p><b>Some Children:</b></p> <ul style="list-style-type: none"> <li>*Identify baby/child/adult.</li> <li>*Understand the concept of boy/girl</li> <li>*Recognise correct vocabulary for some of the main body parts, including genitalia.</li> <li>*Recognise appropriate and inappropriate touch and begin to understand that this varies between people e.g. kisses for mam or dad but not for friends or staff in school.</li> <li>*Identify people who make up my family.</li> <li>*Communicates things they like or dislike</li> </ul>



Independence	Understanding the World	Art	Music	P.E	Food Tech
<p><b>Most Children:</b>            *Understands that money is a means of exchange            - class shop, buying desirable items, using real money.            *Plays 'shops' in role-play area            -baskets, trolleys, different sized bags etc            -till            *Recognises a £1 coin            -understands the concept that £1 will buy one item.            *Knows how to be a café or restaurant customer            -decides what they want            -carries a tray            -finds an empty table            -puts rubbish in the bin</p> <p><b>Some Children will:</b>            *Explores role-play within classroom environment            *Can hand over money at the till with adult support.</p>	<p><b>Most Children:</b>            *Shows care and concern for living things and the environment.            *Begins to observe changes in plants            *Knows that plants need water and sun            *Communicate likes and dislikes while exploring senses</p> <p><b>Some Children will:</b>            *Plant seeds and care for growing plants.            *Observes things growing            *Explores a range of plants/trees/flowers            *Explore a range of items using senses            *Explore using different body parts e.g. hands, feet, mouth            *Engage in sensory stories</p>	<p><b>Most children:</b>            *Plasticine used to sculpt            *Shows more independence when manipulating materials.            *Begins to use 'junk' to build a model.            *Explore a range of joining techniques.            *Explores balancing when building using a range of resources.            *Sticks pieces of dough together.  <b>Some Children will:</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>Most children:</b>            *Experience the relationship between music and emotion.            *Experience extremes of sound.            *Experiences a graduation of sound.            *Explore the concept of soft (quiet) and loud.            *Explore the concept of soft (quiet) and loud using the same instrument.  <b>Some Children will:</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  <b>Songs to learn -</b>            Big Bear Funk</p>	<p><b>Most Children:</b>            *Vary their pace and speed when running.            *Run along a non-straight trail.            *Change direction when jogging.            *Run safely in a space, showing an awareness of others and objects around them.            *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  <b>Some Children will:</b>            *Transition from running to walking with ease and fluency.            *Run with arms and legs co-ordinated.            *Run from a start point to an end point.            *Lift one leg from the floor and then the other.            *Jump up and down on the spot.</p>	<p><b>Most Children:</b>            *Understands that a switch can turn something on and off.            *Shows some understanding of an item being hot.            *Knows when toast is ready.            -can put toast back in the toaster if it is not ready.            *Knows how to remove toast safely.            *With support, uses a range or electrical equipment such as:            -toaster            -microwave            *Shows some understanding/awareness that an item may change its appearance when cooking  <b>Some Children will:</b>            *Knows that toast is made in a toaster.            *Waits for the toast to cook.</p>