

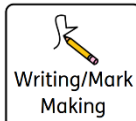
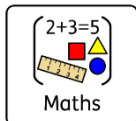












Summer 1 Medium Term Plan

Class: Rose

Topic: Real Life Superheroes

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<ul style="list-style-type: none"> To continue to follow the Little Wandle scheme of learning (phase 2 letter sounds) To continue to be exposed to /s/, /a/, /t/, /p/, /i/, /n/ and find objects beginning with each letter To make noises with our voices and copy the phonemes an adult says To join in with familiar nursery rhymes that are played daily and to engage with props related to the rhyme 	<ul style="list-style-type: none"> To engage in daily guided reading sessions focussing on holding a book, turning the pages and reading for pleasure To find an object when it is mentioned in the book To match a picture to a picture To listen to stories relating to our topic "Real Life Superheroes" 	<p>Speaking <u>Most Children</u></p> <ul style="list-style-type: none"> To experiment with voice sounds e.g. pitch, volume etc To use body language, pointing or gesture to gain attention of others. <p><u>Some children</u></p> <ul style="list-style-type: none"> To make vocalisations that contain vowels and consonants. Uses sounds alongside some real words. <p>Auditory Discrimination <u>Most Children</u></p> <ul style="list-style-type: none"> To follow body percussion sequences in the correct order. To explore with a range of musical instruments <p><u>Some children</u></p> <ul style="list-style-type: none"> To repeat two phonemes, numbers, words or syllables in order. To remember two environmental sounds in order 	<p>Daily Counting <u>Most children</u></p> <ul style="list-style-type: none"> To begin to join in number rhymes and songs. To anticipate the ending or key elements of rhymes, songs and number games. To begin to recognise numbers to 10 <p>Count forwards in 1s, from 0 to 10</p> <p><u>Some Children</u></p> <ul style="list-style-type: none"> To begin to join in number games. To count out up to 3 objects from rhymes <p>Pattern <u>Most children</u></p> <ul style="list-style-type: none"> To show interest in patterned songs, rhymes and movements To experience patterned objects and images To begin to predict what happens next in predictable situations To sing patterned songs and rhymes with predictable movements or actions To move to the rhythm patterns in familiar songs To explore patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement. To engage in "back and forth" and repetitive "again" games. <p><u>Some children</u></p> <ul style="list-style-type: none"> To show enjoyment of sequential movements or movements to music or light. To continue an action or interaction with an adult by repeating To listen to repeats in songs and stories To start to join in with repeats from stories To clap along to songs To make line patterns with own sequences 	<p>People and Communities</p> <ul style="list-style-type: none"> To appear curious about people and shows interest in stories about themselves and their family. To enjoy pictures and stories about themselves, their families and other people To have a sense of own immediate family and relations. To imitate everyday actions and events from own family and cultural background in pretend play, e.g. making and drinking tea. To show an interest in peers To meet and greet people in appropriate ways 	<p>The World I Live In</p> <ul style="list-style-type: none"> To explore stimuli which shows visible differences between people To respond to stimuli linked to familiar jobs e.g. hairdresser/café/supermarket role play etc. To respond appropriately to classroom/school rules. To accept consequences when rules are not followed To explore money in a play setting



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<ul style="list-style-type: none"> To learn how to prepare for a cooking activity and to tolerate: <ul style="list-style-type: none"> -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up To engage in home corner role play activities with support To recognise and find some simple kitchen equipment. To communicate the need for help To know that toast is made in a toaster. To press down the lever on a toaster. To wait for the toast to cook. To explore food from a range of countries and cultures using sensory activities, exploring colour, smell etc. 	<p><u>Travel</u></p> <p><u>Most children</u></p> <ul style="list-style-type: none"> To find their way to a familiar room To respond to instructions of stop/go <p><u>Some children</u></p> <ul style="list-style-type: none"> Walks independently outside of school Stops and looks for traffic Crosses the road with support <p><u>Shopping/Money</u></p> <p><u>Most children</u></p> <ul style="list-style-type: none"> Explores and plays with money in role play situations Explores baskets, trolleys, different sized bags etc till, food boxes, containers jars etc 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. <p><u>Some children</u></p> <ul style="list-style-type: none"> Plays 'shops' in role-play area *Chooses an item to buy Shops to a shopping list (symbols) Can check off items bought against the shopping list Carries own shopping in a bag, back to school. Uses a trolley/basket with care 	<ul style="list-style-type: none"> To pick up objects in palmer grip and shake, wave, bang, pull and tug them between two hands while looking at them. To enjoy the sensory experience of making marks in food, damp sand, water, mud, paint etc. To manipulate objects using hands singly and together, such as squeezing water out of a sponge. To make connections between movement and the marks they make when holding a mark making tool eg. Crayon, chalk 	<ul style="list-style-type: none"> To climb inside, underneath, into corners and between objects. To walk upstairs with both feet on a single step at a time. To show interest, dance and sing to music rhymes and songs, imitating movements of others. To stand from sitting and squats with steadiness to rest of play with an object on the ground, and rises to feet without using hands. 	<ul style="list-style-type: none"> To develop fine motor skills To explore a range of media To explore what happens when colours are mixed to use a range of tools while painting, such as hands, brushes of different sizes, rollers and stamps. Some children to begin to control their movements when mark making 	<p><u>Most children</u></p> <ul style="list-style-type: none"> To can communicate if I like or dislike a song or piece of music. To explore with a range of musical instruments <p><u>Some Children</u></p> <ul style="list-style-type: none"> To keep a steady beat alongside others or to a piece of music or rhythm. To react to music with a strong and steady beat. To enjoy dancing, marching and using musical instruments alongside music and rhythms.