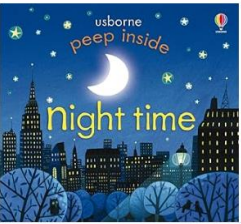
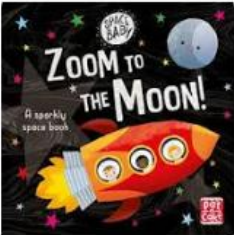





Spring 2 Medium Term Plan

Class: Ruby Class

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 *To enjoy rhyming songs and stories. *To track objects or pictures from left to right. *To use hands to explore objects. *To begin to copy actions.</p> <p>Some Children *To attempt to copy finger movements and other gestures linked to rhyme, songs and stories. *Begin to copy some sounds. *To begin to join in with actions linked to a familiar rhyme, song and stories.</p>	<p>Most Children * Indicates wanting “more” during interaction rhymes. *Enjoys rhyming stories, songs and rhymes. *Recognises the object shown in a photo. *Shows an interest in illustrations and print in the environment.</p> <p>Some Children *Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol. * Finds it funny when an adult makes a deliberate mistake during a rhyming story or song. *Recognises some letters and symbols.</p>	<p>Most Children *Will make marks on paper and on other surfaces. *Chooses to mark make.</p> <p>Some Children *Holds a pencil with sufficient grip and pressure to make marks on paper. *Can recognise mark-making materials. *Will tolerate tools in their hand to mark make.</p>	<p>Most Children *Can reach for or look at objects as they are counted. *Looks from one object to another, altering focus in a game, action rhyme or activity. *Tolerates number rhymes and songs. *Point to 1,2,3. * Copy “I see 1,2,3”</p> <p>Some Children *Count forwards in 1’s from a different starting number, within 10. *Count backwards in 1’s from a different starting number, within 10. *Join in tapping and clapping along to simple rhymes.</p>	<p>Most Children *Explores stimuli linked to cultural festivals and celebrations. *Explores stimuli when shown visible differences between people.</p> <p>Some Children *Respond to stimuli linked to familiar jobs e.g. hair dresser/ café/supermarket role play etc. *Respond appropriately to classroom/school rules. *Accept consequences when rules are not followed.</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 been on the bus for longer periods of time. *Follows one step directions when getting dressed/undressed.</p> <p><u>Some Children</u> *Puts on their socks not always correctly. * Puts shoes on correct feet most of the time.</p>	<p><u>Most Children</u> *Pupil demands a desired object by reaching or pointing. *Pupil shows an understanding of objects, materials and events. *Moves eyes and then head to follow moving objects. *Smiles with pleasure at recognisable play and things.</p> <p><u>Some Children</u> * Pupil can communicate changes in light, sound or movement. *Pupil can copy simple actions e.g. brushing hair, blowing bubbles</p>	<p><u>Most Children</u> *Explores primary and secondary colours *Appears to notice light. *Closes eyes to sudden bright light. *Shows an awareness of if it is light and dark.</p> <p><u>Some Children</u> *Identify a range of colours. *Begins to sort by colour. * Follows light in a dark room.</p>	<p><u>Most Children</u> *Listens to a range of voices sing (with a wide vocal range) *Tolerates listening to a range of voices sing.</p> <p><u>Some Children</u> *Explores their own voice. *Experience and tolerate body sounds.</p>	<p><u>Most Children</u> *Identify a pool environment. *Enter a pool safely with support. *Exit a pool safely with support. *Move in the water independently. *Put feet to the bottom of the pool. *To walk in the water independently. *Maintain balance in the water.</p> <p><u>Some Children</u> *Submerges head in water.</p>	<p><u>Most Children</u> *Uses cookie cutters in play (playdough) *Begins to press cutters into dough with support (may need hand over hand) *Explores food from a range of countries and cultures using sensory activities, exploring colour, smell etc.</p> <p><u>Some Children</u> *Understands the concept of hot and cold *Communicates the need for help</p>