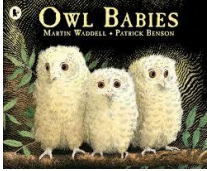
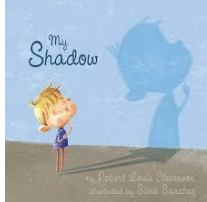
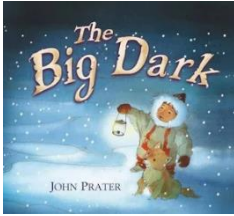
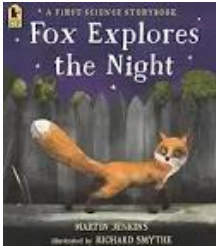





Spring 2 Medium Term Plan

Class: Sage

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><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Recognise some letters and symbols.</li> <li>*To enjoy rhyming stories, songs and rhymes.</li> <li>*Can recognise and name/match sounds in my environment</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To begin to re-enact simple stories or real-life situations through role play</li> <li>*Copy finger movements and other gestures linked to rhyme, songs and stories.</li> <li>*Join in with actions linked to a familiar rhyme, songs and stories.</li> <li>*Begin to copy and repeat sounds, actions, words or phrases.</li> <li>*Repeat repetitive words, sounds or phrases from a story or rhyme.</li> <li>*Fill in missing words, sounds or phrases in familiar stories or rhymes.</li> <li>*Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol</li> <li>*Matches words that rhyme from a choice of 3.</li> <li>*Copies simple rhythms using claps, instruments or body percussions.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Listen to songs and stories with increasing attention and recall.</li> <li>*Respond to pictures in a familiar text.</li> <li>*Match objects to pictures</li> <li>*Understands simple verb instructions with a gesture</li> <li>*Show an interest in pictures or photographs.</li> <li>*Show a preference for a specific book from a small selection presented.</li> <li>*Responds to very simple questions</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>* Know that words, signs and symbols convey meaning.</li> <li>*Recognise familiar symbols and/or words around the classroom.</li> <li>*Select symbols to build a caption of phrase</li> <li>*Copies an adult pointing to words as they read.</li> <li>*Can match some familiar words to pictures</li> <li>*Understands simple verb instructions with a gesture e.g. eat, drink, sleep</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>Most Children</b></p> <ul style="list-style-type: none"> <li>*Enjoys drawing freely</li> <li>*Begins to use anti-clockwise movements and can retrace vertical lines</li> <li>*Traces circular movements</li> <li>*Traces horizontal movements</li> <li>*Imitates circular strokes</li> <li>*Imitates horizontal strokes</li> <li>*Imitates vertical strokes.</li> <li>*Draws lines or shapes on a large scale</li> <li>*Shows preference for one hand</li> <li>*Makes large random strokes</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*I distinguish between the marks I make.</li> <li>*Makes marks on their picture to stand for their name.</li> <li>*I identify the initial letter of my name</li> <li>*Makes marks to represent their name</li> <li>*Includes a variety of letters and shapes within lines of scribble</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Can take 'one' in learned situations – e.g. a biscuit.</li> <li>*Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>*With support, request 'more'</li> <li>*Join in saying some number names</li> <li>*Model saying number names in order</li> <li>*Practise saying number names in order</li> <li>*Join in stable order counting forwards</li> <li>*Respond to "I see 1, 2, 3"</li> <li>*Recognise "I see 1, 2, 3"</li> <li>*Copy "I see 1, 2, 3"</li> <li>*Point to 1, 2, 3</li> <li>*Recognise "1,2,3" in well-known tales</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Join in stable order counting backwards</li> <li>*Notice images in books</li> <li>*Make actions when saying counting words</li> <li>*Move fingers when saying counting words</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Begin to recognise similarities between myself and others.</li> <li>*Begin to recognise differences between myself and others.</li> <li>*Respond appropriately to classroom/school rules.</li> <li>*Accept consequences when rules are not followed</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Engage with classroom/school rules</li> <li>*Engage with consequences for not following classroom/school rules.</li> </ul>



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b><u>Most Children</u></b>            *Knows how much food is appropriate to put in their mouth            *Handles a range of food stuff independently            *Recognizes needing the toilet independently  <i>-communicates this need</i>  <i>-asks for help when needed</i>            *Names and points to some parts of their body            *Places coat on a hook            *Fastens and unfastens zips            *Puts on and takes off a top with minimal support            *Dresses self in sequence            *Keeps seatbelt on while on the bus            *Walks onto the bus appropriately.            *Exits the bus appropriately.</p> <p><b><u>Some Children</u></b>            *Can change their nappy and put the dirty nappy in the bin following a visual sequence            *Can wipe themselves after using the toilet            *Selects clothing type according to weather when asked to put on clothing for warm/cold day            *Follows a two step instruction when getting dressed/undressed</p>	<p><b><u>Most Children</u></b>            *Notifies detailed features of objects in their environment.            *Draws information from a simple map            *Names simple actions, e.g. pour, mix            *Pupil shows understanding of objects, materials and events, e.g. holding shaker close to ear, smelling a flower            *Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing            *Knows where objects belong e.g. ice cream in a freezer.            *Follows simple verbal instructions e.g. "Stir the tea.            *Remembers some past events e.g. looks for ice in the freezer, looks for snow out of window the day after it's melted.</p> <p><b><u>Some Children</u></b>            *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.            *Talks about/communicates some of the things they have observed such as plants, animals, natural and found objects.            *Completes simple descriptions about what happened, e.g.. "The water.." (adult) "...got hot." (pupil)</p>	<p><b><u>Most Children</u></b>            *Realises there is a range of colours            *Explores colour mixing.            *Identify a range of colours            *Explores primary and secondary colours            *Sorts by colour.            *Identifies objects from silhouettes            *Shows an awareness of shadows.            *Shows an awareness of if it is light or dark.            *Follows a light in a dark room.</p> <p><b><u>Some Children</u></b>            *Names shades and is not phased by different shades.            *Knows it is dark when they close their eyes.            *Develops an understanding of primary and secondary colours.            *Uses paint to explore different tones of the same colour.</p>	<p><b><u>Most Children</u></b>            *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><b><u>Some Children</u></b>            *Sing the pitch of a tone sung by another person ('pitch match').</p>	<p><b><u>Most Children</u></b>            *Standing balances.            *Kneeling balances.            *Balances on apparatus.            *Begin to balance with control.            *Move safely around a space and around equipment when moving at speed.            *Travel in different ways including sideways and backwards.            *Perform basic jumps.</p> <p><b><u>Some Children</u></b>            *Experiment with making different shapes using their body e.g. long shapes, wide shapes, curled shapes.            *Standing balance on tiptoes.            *Standing balance on one leg for short period of time            *Make body tense, relaxed, curled and stretched, showing some tension.            *Develop core strength.            *Perform a tuck roll.            *Perform a pencil roll.            *Begin to touch knees and toes from standing or sitting position without bending legs.</p>	<p><b><u>Most Children</u></b>            *Tries some new foods, with encouragement.            *Recognises and names a range of food as well as kitchen equipment            *Preparing for a cooking activity, following instructions to and developing independence            *Know how to carry a (blunt) knife safely            *Uses a blunt knife to spread independently, using dominant hand.            *Recognise and name a knife.            *Knows how to hold a blunt knife safely.</p> <p><b><u>Some Children</u></b>            *Uses a blunt knife to cut independently, using dominant hand.            *To tolerate waiting for an item to cook/cool/set etc.            *With support, holds the grater with care, using non-grating hand (may require some hand over hand)            *Spins the handle on a can/tin opener with support and with continual safety reminders.</p>