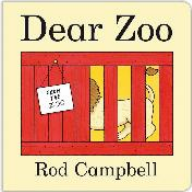

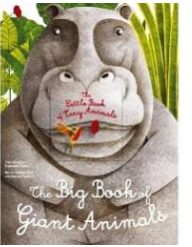
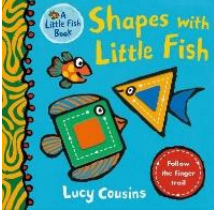
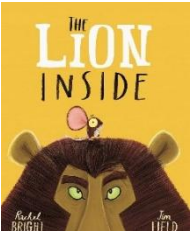




Summer 1 Medium Term Plan

Class: The Nest

Topic: Big and Small

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
    	<p>Most Children</p> <ul style="list-style-type: none"> *Responds to early interaction rhymes. *Indicate wanting 'more' during interaction rhymes. *Enjoys rhyming stories, songs and rhymes. *Recognises some letters and symbols. *Joins in with actions linked to a familiar rhyme, songs and stories. <p>Some Children</p> <ul style="list-style-type: none"> *Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol 	<p>Most Children</p> <ul style="list-style-type: none"> *Visually alert and can/will fixate on a familiar person or object. *Head moves intentionally to see a stimulus. *Tracks objects or pictures from left to right. *Recognises objects of reference and anticipate events associated with them e.g. bells for music or whistle for PE *Recognises the object shown in a photograph. *Shows an interest in illustrations and print in the environment. <p>Some Children</p> <ul style="list-style-type: none"> *Indicates to an adult that they want them to read a specific book. *Chooses books to look at independently. 	<p>Most Children</p> <ul style="list-style-type: none"> *I am beginning to explore a range of media *Can recognise mark-making materials *Will tolerate tools in their hand to mark-make *Will make marks on paper and on other surfaces *I 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"> *Identify the initial letter of my name *Knows that marks and symbols have meaning *Includes a variety of letters and shapes within lines of scribble 	<p>Most Children</p> <ul style="list-style-type: none"> *Explores differently sized and shaped objects *Beginning to put objects inside others and take them out again *Explores the characteristics of objects, e.g. by rolling a ball or sliding a block *Recognises big things and small things in meaningful contexts. *Selects big and little objects on request. *Recognise some differences in size e.g. can match the big dog to the big dog and the little dog to the little dog. *Sorts everyday objects where there is a large difference in size e.g., table spoon and teaspoons. *Stacks objects using flat surfaces *Responds to changes of shape <p>Some Children</p> <ul style="list-style-type: none"> *Identify and name circles and triangles *Compare circles and triangles *Recognises shapes in the environment 	<p>Most Children</p> <ul style="list-style-type: none"> *Begin to understand the concept of kind hands. *Begin to recognise some forms of appropriate touch. *Respond to adult modelling/visual stimuli for how to show responses if we are unhappy/uncomfortable with the way someone is touching us. *Understand the concept of a baby. *Begin to engage in role play activities with a baby e.g. bathing, rocking, singing etc (with adult support) *Explore different areas of the classroom. <p>Some Children</p> <ul style="list-style-type: none"> *Identify visible changes from being a baby to now. *Identify baby/child/adult. *Play alongside peers, sharing resources and taking turns. *Communicate the want for a song/game to be repeated.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children *Explores and plays with money in role play situations -baskets, trolleys, different sized bags etc -till -food boxes, containers jars etc *Explores role-play within classroom environment</p> <p>Some Children *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.</p>	<p>Most Children *Plant seeds and care for growing plants. *Observes things growing *Explores a range of plants/trees/flowers</p> <p>Some Children *Shows care and concern for living things and the environment. *Begins to observe changes in plants *Knows that plants need water and sun</p>	<p>Most Children *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>Some Children *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.</p>	<p>Most Children *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</p> <p>Some Children *Explore the concept of soft (quiet) and loud. *Explore the concept of soft (quiet) and loud using the same instrument.</p>	<p>Most Children *Standing balances. *Kneeling balances. *Avoid bumping to others when moving around at a walking pace. *Move without falling or tripping *Be able to move and stop maintaining balance. *Walk between and on benches and walk-up stairs *To climb up steps one leg then the other on the same step *Know what roll means. *Experiment with different ways of rolling their bodies. *Roll from sitting to back then back to sitting position.</p> <p>Some Children *Move safely around a space and around equipment when moving at speed. *Travel in different ways including sideways and backwards. *Standing balance on tiptoes. *Standing balance on one leg for short period of time.</p>	<p>Most Children *Knows that toast is made in a toaster. *Presses down the lever on a toaster. *Waits for the toast to cook. *Fills and empties a kettle with cold water (in a play situation) *Pours cold water from kettle into a cup (in a play situation) *Understands the concept of hot and cold *Communicates the need for help</p> <p>Some Children *Understands that a switch can turn something on and off. *Shows some understanding of an item being hot.</p>