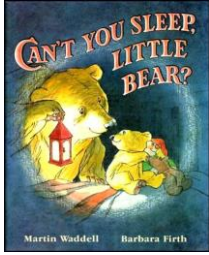
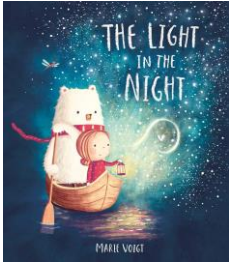

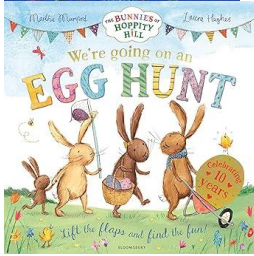




Spring 2 Medium Term Plan

Class: Rainbow

Topic: Light & 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</p> <ul style="list-style-type: none"> *Uses hands to explore objects. *Reaches for an object to explore. *Vocalisations contain vowels and consonants. *Reacts to normal, everyday sounds. *To use body language, pointing or gesture to gain attention of others. *To look for responses and reactions to actions or communication. *To react to music with a strong and steady beat. *To recognise the object shown in a photograph. *To engage with familiar songs, rhymes and stories *To respond to early interaction rhymes <p>Some Children:</p> <ul style="list-style-type: none"> *Uses sounds alongside some real words *Vocalisations are beginning to sound word like. *Can recognise sounds in my environment. *To keep a steady beat to a piece of music or to a rhythm. *To understand that meaning is shown through familiar symbols. *To match two of the same objects. *Recognises some letters and symbols. *Shows an interest in pictures or photographs. 	<p>Most Children</p> <ul style="list-style-type: none"> *To fixate on a familiar person or object. *To move head intentionally to see a stimulus. *To tracks object or pictures from left to right. *To fixate on a familiar person or object e.g. in a sensory story. *To engage in shared reading activities. *To make fleeting eye contact with the adult reading *To be exposed to a wide range of vocabulary *To begin to understand single words *To understand the use of Objects <p>Some Children</p> <ul style="list-style-type: none"> *To indicate to an adult that they want them to read a specific book. *To develop listening and comprehension skills. *To handle books independently. *Turns pages in books. *Attempts to copy finger movements and other gestures linked to rhyme, songs and stories. *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Shows an interest in illustrations and print in the environment. *Begins to copy and repeat sounds, actions, words or phrases. *Joins in with actions linked to a familiar rhyme, songs and stories 	<p>Most Children</p> <ul style="list-style-type: none"> *To tolerate tools in their hand to mark-make *To make marks on paper and on other surfaces *To make marks with a range of media *To scribble spontaneously when given paper and mark-making *To begin to explore a range of media * To recognise mark-making materials * To explore mark making using hands and feet to create marks, including lines. *To use a range of materials to mark make *Makes deliberate marks,. *Uses fingers, feet and a range of brushes to create marks. <p>Some Children</p> <ul style="list-style-type: none"> *To hold a pencil with sufficient grip and pressure to make marks on paper choose to mark-make *To make circular shapes with a drawing tool *To choose to mark-make *Draws a face with some noticeable features 	<p>Most Children</p> <ul style="list-style-type: none"> * Reacts to obvious changes of amount when those amounts are significant (more than double) *Notice and mirror children's reactions to changes in amount. *Add to objects & draw attention to the change in amount, *Responds to words like <i>more</i>. *Use repeated noises, movements and activities. *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. <p>Some Children</p> <ul style="list-style-type: none"> * join in tapping and clapping along to simple rhythms. *Play simple "to and fro" games, passing and rolling between the adult and child so they begin to predict which comes next. *Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence *Says some counting words randomly. *Can take 'one' in learned situations – e.g. a biscuit *Join in saying some number names *Join in stable order counting forwards *Copy the sequence of 1, 2 and 3 *Copy fingers to represent 1, 2 and 3 *Sort shapes and objects into simple categories. * Begins to anticipate the ending or key elements of rhymes, songs and number games. 	<p>Most Children</p> <ul style="list-style-type: none"> *Explore stimuli which shows visible differences between people *Respond to stimuli linked to familiar jobs e.g. hair dresser/café/supermarket role play etc. *Respond appropriately to classroom/school rules. *Explore sensory stimuli which links to festivals and celebrations *Communicate things they like. <p>Some Children</p> <ul style="list-style-type: none"> *Accept consequences when rules are not followed *Recognise different types of pets. *Show a basic understanding of how to take care of a pet. *Explore money in a play setting *Explore different areas of the classroom. *Child to choose which area of the classroom they want to explore *Child to accept that they can not always do what they want to do.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children</p> <ul style="list-style-type: none"> * Walks without pulling away when holding an adult's hand. *Co-operates physically during familiar routines *Puts arms down sleeves with assistance Keeps seatbelt on while on the bus *Stays seated on the bus. *Accepts when nappy is dirty and needs to be changed. *Reaches for a desired food with their hands when provided with a selection <p>Some Children</p> <ul style="list-style-type: none"> * Walks independently without running away *Participates more actively in the dressing process *Takes off their coat/top *Builds tolerance for being on the bus for longer periods of time. *Walks onto the bus appropriately. *Exits the bus appropriately * Responds positively during personal routines. *Actively engages in own toileting programme: -accepts help from adults. *Begins to follow a programme of toileting with verbal support. Holds a spoon/Fork 	<p>Most Children</p> <ul style="list-style-type: none"> *Moves eyes, then head, to follow moving objects. *Reacts with abrupt change when a face or object suddenly disappears from view. *Smiles with pleasure at recognisable playthings. *Closely observes what animals, people and vehicles do. *Watches toy being hidden and tries to find it. <p>Some Children</p> <ul style="list-style-type: none"> *Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. *Knows things are used in different ways, *Explores objects by linking together different approaches:. *Matches parts of objects that fit together, *Gives a positive or negative response to object or event when offered, *Carries out simple instructions when also given a gesture or physical prompt, *Explore materials with different properties. *Explore a range of natural materials. *Explores junk modelling 	<p>Most Children</p> <ul style="list-style-type: none"> *Tolerates hands being washed. *Explores and shows an interest a range of textures and media. *Uses senses to explore materials *Show simple reflex responses which communicate likes or dislikes *Closes eyes to sudden bright light <p>Some Children</p> <ul style="list-style-type: none"> *Identify a range of colours *Begins to sort by colour *Explores primary and secondary colours *Follows a light in a dark room. *Appears to notice light. *Shows an awareness of if it is light or dark. *Randomly changes colour *Realises there is a range of colours that can be used. *Tolerates body parts being used for printing. *Recognises when hands need to be washed 	<p>Most Children</p> <ul style="list-style-type: none"> *React to sudden and loud sounds. *Shows attention to sounds and music. *Experience and tolerate: -body sounds -struck and shaken instruments *Communicates likes/dislikes related to the sound a musical instrument makes. *Become familiar with a range of songs. *Makes links between music experienced in different activities or at specific times of the day e.g. the tidy up song. Listen to a range of voices sing (with a wide vocal range. *Tolerates listening to a range of voices sing. <p>Some Children</p> <ul style="list-style-type: none"> *Has favourite song(s) *Initiates favourite songs thorough action or other cues. *Explores their own voice *Matches familiar sounds. *Makes sounds with body parts. 	<p>Most Children</p> <ul style="list-style-type: none"> *Roll large objects on the floor. *Track an object using eyes when it is moving. <p>Some Children</p> <ul style="list-style-type: none"> *Experiment with throwing different objects with both hands. *Begin to show their preferred hand for throwing. *Begins to throw in different ways e.g. overarm and underarm. *Begins to co-ordinate their hands and eyes in order to throw and catch an object. 	<p>Most Children</p> <ul style="list-style-type: none"> * Communicates foods they like/dislike *Explores new food – touch, smell etc. * Preparing for a cooking activity, tolerating: *Uses a blunt knife to spread, with support (using dominant hand if appropriate) *Begins to press cutters into dough with support (may need hand over hand) *Communicates the need for help <p>Some Children</p> <ul style="list-style-type: none"> *Recognise a knife. *Knows how to hold a blunt knife safely. -holding toast with non-spreading hand -cutting toast into pieces *Uses a blunt knife to chop soft fruit *Uses cookie cutters in play (playdough) *Understands the concept of hot and cold *Knows that toast is made in a toaster. *Presses down the lever on a toaster. Waits for the toast to cook.