
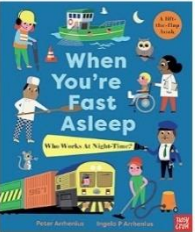
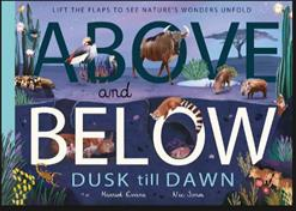




Spring 2 Medium Term Plan

Class: Forest 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>Luminous: Living Things That Light up in the Night – Julia Kuo</p>  <p>When You're Fast Asleep – Who Works at Night Time – Peter Arrhenius and Ingela P Arrhenius</p>  <p>Above and Below – Harriet Evans and Nic Jones</p> 	<p>Most Children *Identifies initial phonemes in a word. *Sorts by initial phoneme. *Knows some words start with the same sound as my name. *Identifies the odd one out when hearing words that all but one begin with the same sound.</p> <p>Some Children *Segments the sounds in simple words and blend them together, knowing which letters represent some of them. *Holds three phonemes and say them back e.g. CVC word. *Uses phonic knowledge to read single words. *Uses phonic knowledge to read sentences. *Recognises digraphs and knows the sound they make.</p>	<p>Most Children *Develops play around familiar stories, rhymes or songs. *Intelligible to others most of the time, even to unfamiliar adults. *Speaks clearly, even when using new or longer words. *Listens to songs and stories with increasing attention and recall. *Responds to pictures in a familiar text. *Repeats repetitive words, sounds or phrases from a story or rhyme. *Fills in missing words, sounds or phrases in familiar stories or rhymes. *Sequences up to three pictures to show order of events. *Talks about (or sign, use communication boards etc) events in a story. *Points to words and pictures when asked, showing an understanding of the difference between them.</p> <p>Some Children *Communicates clearly, even when they have lots to think about and say. *Knows how to ask others for clarification if they have not been understood. *Responds to questions about familiar events or experiences using vocalisations, gestures, signs or symbols.</p>	<p>Most Children *Draws a rough straight line *Begins to use a tripod grasp *Shows control of a writing implement *Stays within the lines when colouring *Uses a dominant hand. *Writes recognisable letters.</p> <p>Some Children * Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters. *Writes some learnt tricky words. * Writes simple phrases and sentences that can be read by themselves and others. *Shows some awareness of finger spaces used to separate words.</p>	<p>Most Children *Makes actions when saying counting words *Moves fingers when saying counting words *Counts out up to 3 objects from rhymes *Counts– focus on ordinality and the 'staircase' pattern *Sees that each number is one more than the previous number *Focus on 5 *Focus on 6 and 7 as '5 and a bit'</p> <p>Some Children *Begins to recognise that each counting number is one more than the one before *Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same *Find 0 to 5 *Subitise 0 to 5 *Represent 0 to 5 *1 more *1 less *Composition *Conceptual subitising to 5</p>	<p>Most Children *Identifies a job we might like to do in the future. *Identifies jobs people do in the wider community that can help in an emergency. *Engages in cultural festivals and celebrations through a range of experiences. *Recognises money *Understands where money is used e.g shops, cafes, bus fare etc. *Understands the concept of money being used to buy things.</p> <p>Some Children *Describes how we take care of our home and our belongings. *Explains how we can take care of our school environment. *Explains the importance of routines in taking care of people or pets. *Explains what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution). *Accepts not having enough money to buy something we want.'</p>



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children *Walks independently outside of school. *Stops and looks for traffic *With support, begins to show some awareness of danger. *Begins to recognise some positional language: left, right, forward, backwards.</p> <p>Some Children *Reads/interprets simple map instructions by identifying familiar routes and landmarks. *Consistently responds to positional language. *Understands danger linked to traveling as a pedestrian</p>	<p>Most Children *Names simple objects e.g. ice cream, bubbles, cup. *Knows where objects belong e.g. ice cream in a freezer. *Follows simple verbal instructions e.g. "Stir the tea." *Notices detailed features of objects in their environment. *Understands that an action can cause an effect/outcome *Explores and uses simple science equipment *Shows care and concern for living things and the environment.</p> <p>Some Children *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. *Draws information from a simple map *Names simple actions, e.g. pour, mix *Completes simple descriptions about what happened, e.g.. "The water." (adult) "...got hot." (pupil) *Makes predictions based on prior experiences. *Understands the importance of caring for all living things.</p>	<p>Most Children *Explores colour mixing. *Sorts by colour. *Names shades and is not fazed by different shades. *Knows it is dark when they close their eyes. *Identifies objects from silhouettes. *Shows an awareness of shadows. *Begins to collect some resources needed for lesson/activity. *Shows different emotions in their drawings and paintings e.g. happiness, sadness etc. *Uses tools to achieve desired outcome. *Colours a picture *Shows their picture to a familiar adult. *Names their picture *Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. *Engages in imaginative role-play based on own first-hand experiences.</p> <p>Some Children *Independently mixes primary colours to make a colour of choice. *Develops an understanding of primary and secondary colours. *Uses paint to explore different tones of the same colour. *Makes shadow patterns on the wall. *Observes changes in shadow. *Aware of other artists' work. *Chooses own resources for lesson/activity. *Collects resources and puts resources away. *Explores how parts of the body look separately. *Draws with increasingly complexity and detail. *Illustrates stories, events or people.</p>	<p>Most Children *Explores changes in pitch *Explores and learns how sounds can be changed. *Sings the pitch of a tone sung by another person ('pitch match').</p> <p>Some Children *Creates a rap and to explore repetition within rap. *Relates a sound to a visual experience.</p>	<p>Most Children *Copies and explores basic movements and body patterns. *Remember and performs a short sequence of movements/actions to music. *Links movements to sounds and music. *Begins to move with more control and fluency to music. *Explores a range of genres of music and dance styles of dance.</p> <p>Some Children *Copies and explores basic movement with clear control. *Remembers simple movements and dance steps. *Can vary the size of their body shapes. *Adds a change of direction to a sequence. *Uses space well and negotiates space clearly.</p>	<p>Most Children *With support, holds the peeler at the correct angle to peel, and the vegetable with non-peeling hand (may need some hand over hand) *Begins to peel simple vegetables such as carrots *Uses cookie cutters independently with minimal safety reminders – both in play (e.g. playdough) and using real food. *Picks up cut out shapes and places them onto a tray.</p> <p>Some Children will: *Uses a peeler with more independence, holding it correctly with limited safety reminders needed. *Begins to peel more complex vegetables such as potatoes *Shows an understanding of how to get maximum number of biscuits etc from a piece of dough e.g. cutting from the edge. *Uses a range of cutters independently.</p>