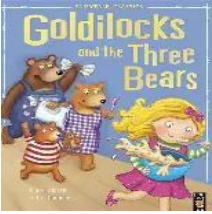

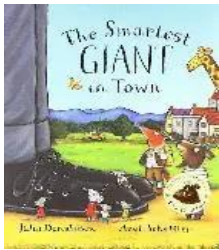




Summer 1 Medium Term Plan

Class: Emerald

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"> *Identifies initial phoneme in a word *Identifies the odd one out when hearing words that all but one begin with the same sound. *To orally blend syllables. *To orally blend CVC words. *To segment the sounds in simple words and blend them together, knowing which letters represent some of them. <p>Some Children</p> <ul style="list-style-type: none"> *To link sounds to letters and can sound out some Phase 3 sounds (phonemes and digraphs). *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>Most Children</p> <ul style="list-style-type: none"> *Selects familiar objects by function e.g. 'Give me something you eat/cut with/read etc. *Plays odd one out games and identifies the object that does not share the same simple link. *Plays 'What am I?' games with visual cues. *Recognises some common written words e.g. mum, cat etc. *Recognises some high frequency vocabulary. *Read familiar, phonetic words and key sight vocabulary at word level. <p>Some Children</p> <ul style="list-style-type: none"> *Responds to questions about familiar events or experiences using vocalisations, gestures, signs or symbols. *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. *Recognises digraphs and knows the sound they make. *Understands 'who', 'what' and 'where' if used out of the here and now. 	<p>Most Children</p> <ul style="list-style-type: none"> *Makes a simple drawing to illustrate a story *Draws objects or people with discernible features. *Uses illustrations in their 'writing' *Beginning to separate between pictures and writing. *Colours in a picture and keeps within the lines most of the time *To use writing in purposeful play *To begin to break the flow of speech into words. *Includes a variety of letters within lines of scribble *To hear, say and write the initial sound in words. *I can segment the sounds in simple words and blend them together. *I link sounds to letters, naming and sounding the letters of the alphabet. *Attempts to write words using letter sound knowledge *I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. *Writes some or all of their name in the correct order *I am beginning to write labels and lists *I attempt to write short sentences in meaningful contexts although may not be accurate. *Separates pictures and writing *Copies from left to right *Answers some simple questions about their writing with prompts. <p>Some Children</p> <ul style="list-style-type: none"> *'Reads' their writing aloud *Writes recognisable letters *Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters *Write some learnt tricky words. 	<p>Most Children</p> <ul style="list-style-type: none"> *Focus on 6 and 7 as '5 and a bit' *Compare sets and use language of comparison: more than, fewer than, an equal number to *Make unequal sets equal *Focus on the 'staircase' pattern and ordering numbers *Focus on ordering of numbers to 8 *Use language of less than *Focus on 7 <p>Some Children</p> <ul style="list-style-type: none"> *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items *Look for collections of large and small. *Combine shapes with 4 sides *Shapes in the environment 	<p>Most Children</p> <ul style="list-style-type: none"> *Identify visible changes from being a baby to now. *Identify baby/child/adult. *Engage in role play activities with a baby e.g. bathing, rocking, singing etc (showing more independence) *Explore different types of families *Begin to recognise that there are different types of families *Asks for help when needed *Communicates things they like or dislike <p>Democracy</p> <ul style="list-style-type: none"> *Take turns to speak, accepting the need to 'wait'. *Play alongside peers, sharing resources and taking turns. *Communicate the want for a song/game to be repeated. *Choose which area of the classroom to play/work in. <p>Some Children</p> <ul style="list-style-type: none"> *Understand the concept of boy/girl *Recognise correct vocabulary for some of the main body parts, including genitalia. *Begin to recognise that other families might look different to our own family. *Identify people who make up my family



<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> *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. *Chooses an item to buy *Shops to a shopping list (symbols) *Can check off items bought against the shopping list *Carries own shopping in a bag, back to school. *Uses a trolley/basket with care *Uses basic social interaction skills within a shop setting e.g. hello/goodbye *Shows more independence when handing over money to a cashier *Waits for change and receipt</p> <p><u>Some Children</u> *Knows how to be a café or restaurant customer -decides what they want -carries a tray -finds an empty table -puts rubbish in the bin</p>	<p><u>Most Children</u> *Shows care and concern for living things and the environment. *Begins to observe changes in plants *Knows that plants need water and sun *Communicate likes and dislikes while exploring senses *Chooses suitable clothing to wear to match weather *Names different types of weather. *Can say what the weather is like. *Knows that information can be retrieved from computers *Uses technology to capture photographs/videos *Can delete unwanted photographs/videos</p> <p><u>Some Children</u> *Understand what plants need to stay alive. *Understand the importance of caring for all living things. *Names parts of a plant *Names a range of common plants</p>	<p><u>Most Children</u> *Plasticine used to sculpt *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. *Uses tools to cut and manipulate dough. *Use a range of construction materials to build 2D and 3D structures.</p> <p><u>Some Children</u> *Gives their model a name. *Uses a range of natural, recycled and manufactured materials for sculpting e.g. straw and card. *Explores different methods of fixing one material to another.</p>	<p><u>Most Children</u> *Experience the relationship between music and emotion. *Experience extremes of sound. *Experiences a graduation of sound. *Explore the concept of soft (quiet) and loud. *Explore the concept of soft (quiet) and loud using the same instrument.</p> <p><u>Some Children</u> * Explores the concept of listening e.g. Chinese whispers. *Use drawing to represent ideas like movement or loud noises.</p>	<p><u>Most Children</u> *Throw underarm and overarm. *Throw a ball towards a target with increasing accuracy. *Improve the distance they can throw by using more power. *Co-ordinates their hands and eyes to throw and catch an object. *Roll large equipment in different distances *Begin to catch slow moving objects (balloons). *Begin to use cupped hands to prepare to catch an object. *Taking turns when playing games with support. *Understands basic rules. *Participates in simple games, including ring games (e.g. duck, duck goose). *Enjoys taking part in physical activity in a group. *Begins to choose equipment that is appropriate for a physical activity. *Plays a range of chase games (tig, tiggy scarecrow, what’s the time Mr wolf).</p> <p><u>Some Children</u> *Taking turns. *Initiating turn taking. *Following the game rules. *Remember rules without needing prompted by an adult.</p>	<p><u>Most Children</u> *Can say which equipment in the kitchen gets hot. *Asks for ‘help’ using preferred form of communication *Understands that a switch can turn something on and off. *Shows some understanding of an item being hot. *Knows when toast is ready. -can put toast back in the toaster if it is not ready. *Knows how to remove toast safely. *With support, uses a range of electrical equipment such as: -blender -toaster -toastie maker -slow cooker -air fryer -microwave *Uses equipment to make a range of dishes (focusing on the process) *Shows an interest in tasting new/unfamiliar food from different countries or cultures. *Engages in role play activities linked to festivals and cultures (which include food)</p> <p><u>Some Children</u> *Sets a timer for a specific period of time. *Communicates to an adult when a timer has finished. *Checks on food being cooked/setting etc with adult support.</p>