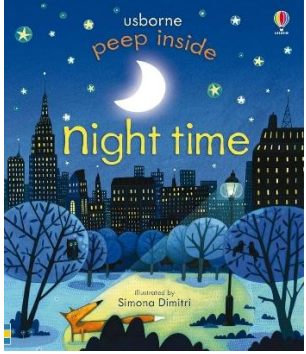
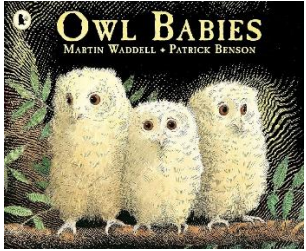
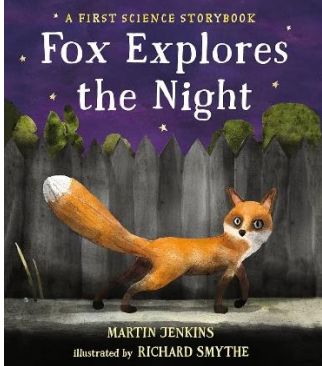




Spring 2 Medium Term Plan

Class: Rose

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><u>Most Children</u></b>            *Enjoys rhyming stories, songs and rhymes.            *Reacts to normal, everyday sounds.            *Responds to early interaction rhymes.</p> <p><b><u>Some Children</u></b>            *Selects familiar objects by name, finding the correct object from a small group of objects            *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.</p>	<p><b><u>Most Children</u></b>            *Makes fleeting eye contact with speaker            *Recognises the object shown in a photograph.            *Uses hands to explore objects</p> <p><b><u>Some Children</u></b>            *Indicates to an adult that they want a specific book reading to them            *Selects familiar objects by name, finding the correct object from a small group of objects.            *Fixate on a familiar person or object e.g. in a sensory story.            *Chooses books to look at independently</p>	<p><b><u>Most Children</u></b>            *Looks for responses and reactions to actions or communication.            *I make marks with a range of media            *To make marks on paper and other surfaces</p> <p><b><u>Some Children</u></b>            *Chooses to mark make            *Holds a pencil with sufficient grip and pressure to make marks on paper</p>	<p><b><u>Most Children</u></b>            *Hear some number names            *Join in with saying some number names            *Practise saying number names in order</p> <p><b><u>Some Children</u></b>            *Join in stable order counting forwards            *Join in stable order counting backwards</p>	<p><b><u>Most Children</u></b>            *Respond appropriately to classroom/school rules            *Accept consequences when rules are not followed            *Explore sensory stimuli which links to festivals and celebrations</p> <p><b><u>Some Children</u></b>            *Respond to stimuli linked to familiar jobs e.g. hairdresser/café/supermarket role play etc.            *Explore money in a play setting            *Explore stimuli which shows visible differences between people</p>



<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>            *To keep seatbelt on while on the bus            *To stay seated on the bus            *To tolerate wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream</p> <p><b><u>Some Children</u></b>            *To build tolerance for being on the bus for longer periods of time            *To put shoes on independently            *To identify own belongings e.g. coat/shoes etc.</p>	<p><b><u>Most Children</u></b>            *Demands a desired object or event by reaching or pointing e.g. reaches for picture of an animal, a doll, or a soft toy            *Moves eyes, then head, to follow moving objects            *Enjoys playing with small-world models such as a farm, a garage, or a train track</p> <p><b><u>Some Children</u></b>            *Copies simple actions, e.g. brushing hair, blowing bubbles            *Smiles with pleasure at recognisable playthings            *Carries out simple instructions when also given a gesture or physical prompt, e.g. pour out the sugar or push the car.</p>	<p><b><u>Most Children</u></b>            *Identifies a range of colours            *Begin to sort by colour            *Follows a light in a dark room</p> <p><b><u>Some Children</u></b>            *To show an awareness of if it is light or dark            *To realise there is a range of colours            *To explore primary and secondary colours</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.            *Makes links between music experienced in different activities or at specific times of the day e.g. the tidy up song</p> <p><b><u>Some Children</u></b>            *Explores their own voice            *Makes and copies familiar sounds.            *Initiates favourite songs thorough action or other cues.</p>	<p><b><u>Most Children</u></b>            *Refine basic movement skills including            -running            -walking            -jumping            -climbing            *Show the difference between walking and running            *Walk safely in space, showing awareness of others and objects around them</p> <p><b><u>Some Children</u></b>            *Run from a start point to an end point            *Begin to balance on one leg for longer moments of time            *Jump up and down on the spot</p>	<p><b><u>Most Children</u></b>            *Know how to hold a blunt knife safely            *Use a blunt knife to spread, with support (using dominant hand if appropriate)            - recognising a good amount of spread to use            -recognising when topping has been spread evenly            -holding toast with non-spreading hand            *Use a blunt knife to chop soft fruit            -holding fruit with non-chopping hand</p> <p><b><u>Some Children</u></b>            *Recognise and name a knife            *Recognise and find some simple kitchen equipment            *To know what food is e.g. recognising if we can eat something or not</p>