
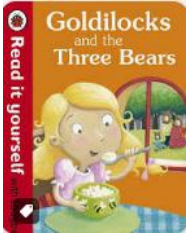






### Summer 2 Medium Term Plan

**Class:** Pink **Topic:** Who lives in a house like this?

<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>Most Children</b>            *Reacts to sudden and loud sounds.            *Makes fleeting eye contact with the speaker and/or make fleeting eye contact with object making sound.            *Enjoys rhyming stories, songs and rhymes.</p> <p><b>Some Children</b>            *Experiments with voice sounds e.g. pitch, volume etc *Selects familiar objects by name, finding the correct object from a small group of objects.            *Recognises the object shown in a photograph.            *Matches two of the same objects.            *Recognises some letters and symbols.</p>	<p><b>Most Children</b>            *Handles books independently.            *Shows an interest in illustrations and print in the environment.            *Recognises familiar symbols and/or words around the classroom.            *Explores colour, pattern and movement.            *Head moves intentionally to see a stimulus.            *Experiments with voice sounds e.g. pitch, volume etc            *Enjoys rhyming stories, songs and rhymes.</p> <p><b>Some Children</b>            *Chooses books to look at independently.            *Has favourite stories which they like to listen to and look at again and again.            *Selects familiar objects by name, finding the correct object from a small group of objects.            *Communicates wants/needs using words, symbols or signs. *Recognises objects of reference and anticipate events associated with them            *Begins to join in with actions linked to a familiar rhyme, songs and stories.            *Matches two of the same objects.</p>	<p><b>Most Children</b>            *Beginning to explore a range of media            *Will tolerate tools in their hand to mark-make            *Makes marks with a range of media            *Shows preference for one hand            *Scribbles spontaneously when given paper and mark making materials.            *Holds a pencil with sufficient grip and pressure to make marks on paper</p> <p><b>Some Children</b>            *I follow body percussion sequences in the correct order            *Chooses to mark-make            *Makes circular shapes with a drawing tool            *Creates horizontal scribble with a writing tool.            *Creates a vertical scribble with a writing tool</p>	<p><b>Most Children</b>            *Enjoys filling and emptying containers.            *At the end of mealtimes show and comment on the empty bowl, cup or bottle: <i>All gone!</i>            *Is beginning to communicate the want for 'more' with adult support.            *Investigates fitting themselves inside and moving through spaces            *Play hide and reveal games with objects in boxes and under cups</p> <p><b>Some Children</b>            *Demonstrate early understanding of volume when there is a clear contrast e.g. chooses full glass of preferred drink.            *Use spatial words during everyday play and routines, or one-word comments e.g. <i>in and out; up and down.</i>            *Numbers to 10            *Count forwards in 1s, from 0 to 10</p>	<p><b>Most Children</b>            *Communicate likes and dislikes with food.            *Explore the concept of healthy foods through sensory experiences.            *Accepts teeth being brushed/will brush teeth.            *Join in with strategies to support our physical and mental well-being - including relaxation strategies</p> <p><b>Some Children</b>            *Begin to communicate being unwell, hurt or in pain to a familiar adult.            *Communicate things they like.            *Child to accept that they cannot always do what they want to do.            *Confidently explore equipment, taking risks.</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>  *Explores role-play within classroom environment  *Explores and plays with money in role play situations -baskets, trolleys, different sized bags, till, food boxes, containers jars etc  *Accepts hands being washed with hand over hand support.  *Actively engages in own toileting programme:  -accepts help from adults.  *Begins to follow a programme of toileting with verbal support.  *Accepts and explores the taste of toothpaste.  *Engages in toothbrush activities in school</p> <p><b><u>Some Children</u></b>  *Begins to understand that objects can cause harm.  *Participates more actively in the dressing process  *Pulls their pants/nappy/underpants up and down  *Puts on their socks (not always correctly)  *Follows a simple instruction when accompanied by gesture and context  *Puts shoes on independently</p>	<p><b><u>Most Children</u></b>  *Recognise a range of animals  *Explores cause and effect toys.  *Explore a range of items using senses  *Communicates foods they like/dislike  *Explores new food – touch, smell etc.  *Enjoys pictures and stories about themselves, their families and other people.  *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc  *Anticipates repeated sounds, sights and actions  *Knows how to operate simple equipment, e.g. turns on iPad and plays a game, uses a remote control etc.</p> <p><b><u>Some Children</u></b>  *Recognise some animal noises  *Begins to show an understanding that animals need food and water  *In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  *Beginning to show an interest in peers</p>	<p><b><u>Most Children</u></b>  *Explores mark making using hands and feet to create marks, including lines.  *Uses a range of materials to mark make.  *Uses a range of tools to mark make.  *Tolerates body parts being used for printing.  *Uses fingers, feet and a range of brushes to create marks.</p> <p><b><u>Some Children</u></b>  *Draws a face with some noticeable features  *Makes deliberate marks.  *Randomly changes colour  *Realises there is a range of colours that can be used.</p>	<p><b><u>Most Children</u></b>  *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  *Experience music as a storytelling medium.  *React to normal, everyday sounds.  *Shows attention to sounds and music.  *To experience a musical story.  *To experience sound in nature.</p> <p><b><u>Some Children</u></b>  *Makes sounds with body parts.  *Shows attention to sounds and music.  *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>Most Children</u></b>  *Experiment with throwing different objects with both hands.  *Begin to show their preferred hand for throwing.  *Roll large objects on the floor.  *Track an object using eyes when it is moving.  *Passing a piece of equipment to someone else (including teacher).</p> <p><b><u>Some Children</u></b>  *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.  *Waiting for activity to start.  *Waiting for name to be called to start activity.  *To accept when an activity is finished.  *Understands when they are the ‘chaser’ and when they are the one being ‘chased’</p>	<p><b><u>Most Children</u></b>  *Begins to help cleaning a table/surface  *Tolerates washing hands using soap.  *Pours cold water from kettle into a cup (in a play situation)</p> <p><b><u>Some Children</u></b>  *Follow up to 3 instructions (with signs and symbols)  *Recognises and finds some simple kitchen equipment.  *Understands the concept of hot and cold  *Tolerates waiting for an item to cook/cool/set etc.  *Shows some understanding/awareness that an item may change its appearance when cooking</p>