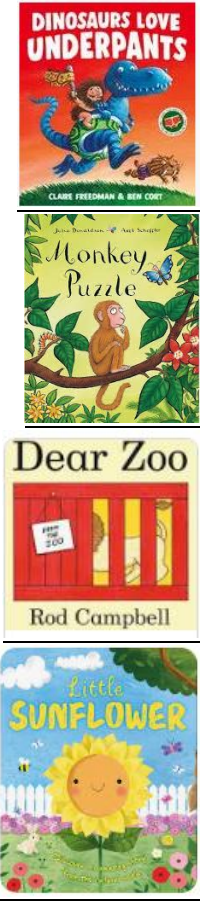




Class: Pink Topic: Big and Small

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
 <p>DINOSAURS LOVE UNDERPANTS CLARE FREESHAM & BEN COOT</p> <p>Monkey Puzzle John Burningham & Axel Scheffler</p> <p>Dear Zoo Rod Campbell</p> <p>Little SUNFLOWER</p>	<p>Most Children</p> <ul style="list-style-type: none"> *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>Some Children</p> <ul style="list-style-type: none"> *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>Most Children</p> <ul style="list-style-type: none"> *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 <p>Some Children</p> <ul style="list-style-type: none"> *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 	<p>Most Children</p> <ul style="list-style-type: none"> *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>Some Children</p> <ul style="list-style-type: none"> *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>Most Children</p> <ul style="list-style-type: none"> *Explores differently sized and shaped objects *Beginning to put objects inside others and take them out again *Explores the characteristics of objects, e.g., by rolling a ball or sliding a block *Stacks objects using flat surfaces *Explores objects by touch, banging them, moving them, dropping them, etc. *Makes simple constructions <p>Some Children</p> <ul style="list-style-type: none"> *Match simple shapes *Attempts, sometimes successfully, to match shapes with spaces on inset puzzles *Responds to changes of shape *Recognises big things and small things in meaningful contexts. *Selects big and little objects on request. *Numbers to 10 *Count forwards in 1s, from 0 to 10 	<p>Most Children</p> <ul style="list-style-type: none"> *Respond and accept adult guidance regarding the appropriateness of touch *Respond to stimuli about some of the different kinds of families we might see. *Explore different areas of the classroom. *Play alongside peers, sharing resources and taking turns. <p>Some Children</p> <ul style="list-style-type: none"> *Respond to adult prompting of the names for body parts and changes of puberty. *Communicate the want for a song/game to be repeated.

<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> *Accepts being told 'no' within a shop setting. *Can hand over money at the till with adult support. *Explores role-play within classroom environment (shopping) *Actively engages in own toileting programme: -accepts help from adults. *Reacts to different food texture put into their mouth *Accepts exploration of self, e.g. accepting a hand massage. *Reacts to soft texture tactile stimulus *Reacts to rough texture tactile stimulus *Tolerates wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream *Pupil chooses food/drink when shown symbol/objects of reference.</p> <p><u>Some Children</u> *Begins to understand that objects can cause harm. *Begins to follow a programme of toileting with verbal support. *Points to main features on face/body when asked.</p>	<p><u>Most Children</u> *Plant seeds and care for growing plants. *Observes things growing *Explores cause and effect toys. *Explores a range of plants/trees/flowers *Explore a range of items using senses *Communicates foods they like/dislike *Explores new food – touch, smell etc.</p> <p><u>Some Children</u> *To match picture to picture/object to symbol etc. *Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. *To know what food is -recognising if we can eat something or not</p>	<p><u>Most Children</u> *Works alongside adults to press, roll or pinch – playdough, plasticine, clay. *Rolls dough *Uses dough cutters *Presses objects into dough *Runs hands through a range of media e.g. rice, water, sand, etc. *Explores and shows an interest in a range of textures and media. *Uses senses to explore materials *Uses a range of materials to mark make. *Explores mark making using hands and feet to create marks, including lines</p> <p><u>Some Children</u> *Begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. *Shows some awareness of cause and effect in a creative process. *Draws a face with some noticeable features *Creates sound effects and movements e.g. creates the sound of cars, animals etc.</p>	<p><u>Most Children</u> *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</p> <p><u>Some Children</u> *Makes sounds with body parts. *Shows attention to sounds and music. *Initiates favourite songs through action or other cues. *Makes links between music experienced in different activities or at specific times of the day e.g. the tidy up song.</p>	<p><u>Most Children</u> *Refine basic movement skills including -running -walking -jumping -climbing *Walk safely in space, showing awareness of others and objects around them. *Experiment and explore the action of jumping in play.</p> <p><u>Some Children</u> *Run from a start point to an end point. *Show the difference between walking and running. *Jump up and down on the spot. *Lift one leg from the floor and then the other. *Begin to balance on one leg for longer moments of time.</p>	<p><u>Most Children</u> *Presses down the lever on a toaster. *Waits for the toast to cook. *Begins to help cleaning a table/surface *Tolerates washing hands using soap.</p> <p><u>Some Children</u> *Knows that toast is made in a toaster. *Shows some understanding/awareness that an item may change its appearance when cooking *Follow up to 3 instructions (with signs and symbols) *Recognises and finds some simple kitchen equipment. *Understands the concept of hot and cold</p>