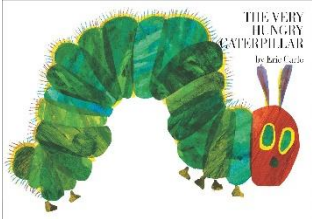
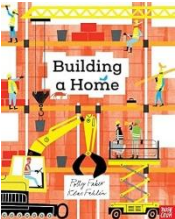
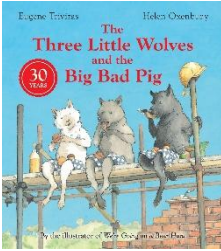




Summer 2 Medium Term Plan

Class: Forest **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>The Very Hungry Caterpillar – Eric Carle</p>  <p>Building a Home – Polly Faber and Khas Falen</p>  <p>The Three Little Pigs and the Big Bad Wolf - DK</p> 	<p>Most Children</p> <ul style="list-style-type: none"> *Detects rhyme and can find the odd one out. *Can add a rhyming word to a rhyming string. *Independently generates a string of rhyming words. *Sorts words/objects based on the number of claps/syllables they contain. *Links sounds to letters and can sound out most single letters. *Knows that words start with the same phoneme but may not be able to name it. <p>Some Children</p> <ul style="list-style-type: none"> *Knows that two words can rhyme even when they contain different spelling patterns. *Uses syllable skills to read multisyllabic words. *Reads words with more than one syllable that contain taught sounds. 	<p>Most Children</p> <ul style="list-style-type: none"> *Knows when a page is missed out from a familiar story. *Makes a simple prediction about what might happen next in a story. *Answers simple 2 key word questions about a story e.g. 'Is the bear black?' Yes/No *Reads and understands simple sentences (without visual prompts) *Knows that in English, we read from left to right and top to bottom. *Begins to find pleasure in reading. <p>Some Children</p> <ul style="list-style-type: none"> *Lifts less obvious meaning from a picture (inference and prediction) e.g. 'Where do you think he is going?' or 'What do you think they are making?' *Works out how people feel when 'reading' non-verbal communication or when looking at clues in a picture. *Takes on the role of a character. *Shows an awareness of full stops when reading. *Checks that a text makes sense and corrects mistakes. *Makes links between what they are reading and own, real-life experiences. *Finds pleasure in reading and is motivated to read independently 	<p>Most Children</p> <ul style="list-style-type: none"> *Communicates clearly, even when they have lots to think about and say. *Repeats three phonemes, numbers, words or syllables in a simple activity e.g. auditory blending or a shopping list etc. *Holds three phonemes in more complex tasks e.g. writing a word (this could be using magnetic letters etc) does not have to involve the act of writing) *Writes recognisable letters. *Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters. *Writes some learnt tricky words. *I hear, say and write the initial sound in words. *Writes some or all of their name in the correct order. <p>Some Children</p> <ul style="list-style-type: none"> *Offers explanations and more detail when asked. *Writes a sentence in the correct order, holding words and phonemes. *Says out loud what they are going to write about. *Composes a sentence/phrase orally before writing it. *Uses phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. *Writes simple sentences which can be read by themselves and others. 	<p>Most 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. *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. *Compares sets and use language of comparison: more than, fewer than, an equal number to. *Compares sets and use language of comparison: more than, fewer than, an equal number to. *Makes unequal sets equal *Focus on the 'staircase' pattern and ordering numbers. *Focus on ordering of numbers to 8. *Uses language of less than. <p>Some Children</p> <ul style="list-style-type: none"> *Compares lengths and heights. *Measures length using objects. *Measures length in centimetres. *Heavier and lighter. *Focus on the 'staircase' pattern and ordering numbers. *Focus on ordering of numbers to 8. *Uses language of less than. 	<p>Most Children</p> <ul style="list-style-type: none"> *Identifies some healthy foods. *Recognises 'treat's (foods that should only be eaten once in a while). *Recognises foods we like/do not like to eat. *Joins in with simple hygiene routines. *Identifies physical activities that I enjoy doing. *Begins to recognise how to stay safe in the sun -accept wearing a cap/sun cream etc. *Communicates feelings of being unwell, hurt or in pain to a familiar adult *Communicates favourite things. *Accepts mistakes being made. *Confidently explores equipment, taking risks. <p>Some Children</p> <ul style="list-style-type: none"> *Explains why some foods are healthier than others. *Explains what it means to eat a healthy, balanced diet. *Gives reasons why it is important to take care of personal hygiene. *Describes what might happen if we don't take care of our personal hygiene. *Identifies some symptoms we may experience when we are not feeling well. *Recognises that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children *Recognises a £1 coin -understands the concept that £1 will buy one item. *Knows how to be a café or restaurant customer - knows what to do if a tray is dropped -knows what to do if a drink is spilled -knows what to do if the wrong order if given *Begins to understand the concept of a stranger. *Asks for help from trusted adults in school.</p> <p>Some Children *Knows which coin to use *Stores money in purse and then in bag when going into the community -remembers where money is stored -change and receipt are put back into purse, then purse into bag (amount of change is not important here) *Has a clear understanding of the concept of 'stranger danger'. *Explains simple ways to stay safe online e.g. working with an adult, the use of passwords etc.</p>	<p>Most Children *Knows where some animals live *Knows that some animals are kept as pets *Understands the simple life cycle of a human e.g. baby, child, adult *Matches adult animals to baby animals. *Begins to know where some animals live *Shows an awareness that they have similarities and differences that connect them to, and distinguish them from, others. *Shows interest in the lives of people who are familiar to them *Begins to recognise differences in people.</p> <p>Some Children *Understands the life cycle of a selection of animals. *Names adult and baby animals *Identifies, names, draws and labels the basic parts of the human body and say which part of the body is associated with each sense. *Understands the life cycle of a human. *Remembers and talks about/communicates about significant events in their own experience. *Recognises and describes special times or events for family or friends.</p>	<p>Most Children *Draws a face with all basic features. *Uses tools to achieve desired outcome. *Colours a picture *Shows their picture to a familiar adult. *Names their picture *Begins to use representation to communicate e.g. drawing a line and saying/communicating 'That's me'. *Takes photos and videos. *Plays co-operatively as part of a group to create, develop and act out an imaginary idea or narrative. *Begins to describe sounds and music imaginatively e.g scary music, happy music etc.</p> <p>Some Children *Develops an understanding of tone and line, including the concept of sketching. *Explores how parts of the body look separately. *Draws with increasingly complexity and detail. *Illustrates stories, events or people. *Colours a picture and stays within the lines. *Begins to develop complex stories, using small world equipment like animals, dolls, dolls houses etc. *Makes imaginative and complex 'small worlds; with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Most Children *Learns a song with AB structure. *Enjoys joining in with moving, dancing and ring games. *Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns *Sings to self and makes up simple songs. *Creates sounds, movements, drawings to accompany stories *Takes turns when playing games with support. *Understands basic rules. *Participates in simple games, including ring games (e.g. duck, duck goose).</p> <p>Some Children *Re-writes a familiar song. *Composes a piece of music. *Composes music to tell a story. *Begins to build a collection of songs and dances</p>	<p>Most Children *Throws underarm and overarm. *Throws a ball towards a target with increasing accuracy. *Improves the distance they can throw by using more power. *Co-ordinates their hands and eyes to throw and catch an object. *Rolls large equipment in different distances *Begins to catch slow moving objects (balloons).</p> <p>Some Children *Throws different types of equipment in different ways, for accuracy and distance. *Throws with accuracy at targets of different heights and distances. *Takes turns. *Initiates turn taking. *Follows the game rules. *Remembers rules without needing prompted by an adult.</p>	<p>Most Children *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. *With support, uses a range or electrical equipment such as: -blender -toaster -toastie maker -slow cooker -air fryer -microwave</p> <p>Some Children will: *Sets and responds to a digital timer with less support *Uses a blender, knows how to: -place jug on the base -takes jug off the base *Knows how to carry a kettle safely. *Knows how to fill a kettle, using an appropriate amount of water. *Makes a cup of tea or hot chocolate</p>