
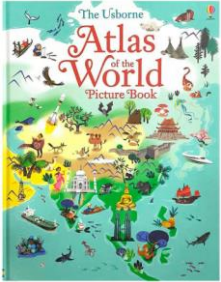





Spring 2 Medium Term Plan

Class: Navy

Topic: Light and Dark

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p>The Boy Who Switched off the Sun – Paul Brown</p>  <p>Usborne Children's Atlas of the world.</p>  <p>A World without the Sun – Willian Anthony</p> 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Link sounds to letters and can sound out most Phase 2-5 sounds (phonemes and digraphs). *Sort by initial phoneme. *Know if there is a word within a longer word e.g. cat/caterpillar or spy/spider. * Orally blend multi syllable words e.g. e-le-phant *Segment the sounds in simple and more complex words and blend them together, knowing which letters represent some of them. *Names the letters of the alphabet in upper/lower case. *Uses phonic knowledge confidently to read new and unfamiliar words *Reads words with more than one syllable that contain taught sounds. <p>Some Children will:</p> <ul style="list-style-type: none"> *Identify initial phonemes in a word. * Link sounds to letters and can sound out most single letters. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Recognise common written words and high frequency vocabulary. *Associate lower with upper case letters. *Read familiar, phonetic words and key sight vocabulary at word level. *Find pleasure in reading and is motivated to read independently. *Engage fully when stories are being read (stories which are at a level beyond what they can read independently). <p>Some Children will:</p> <ul style="list-style-type: none"> *Predict how a story might end. *Predict what a story might be about after reading the title. *Predict what might happen based on what has been read so far. *Lift less obvious meaning from a picture e.g. 'What do you think they are making?' *Work out how people feel when 'reading' non-verbal communication or when looking at clues in a picture. 	<p>Most Children will:</p> <ul style="list-style-type: none"> * Write recognisable letters * Spell CVC words by identifying sounds in them and representing the sounds with a letter or letters *Write some learnt tricky words. *Write a sentence in the correct order, holding words and phonemes. * Use their phonic knowledge to write words in ways which match their spoken sounds. *Write simple sentences which can be read by themselves and others. <p>Some Children will:</p> <ul style="list-style-type: none"> * Spell longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters *Compose a sentence orally before writing it. Same as Spring 1 	<p>Most Children will:</p> <ul style="list-style-type: none"> * Count forwards and backwards in 1s, from 0 to 50. *Add by counting on within 20 *Add ones using number bonds *Find and make number bonds to 20 *Recognise doubles and near doubles *Subtract ones using number bonds *Subtract – count back *Subtract – find the difference <p>Some Children will:</p> <ul style="list-style-type: none"> *Know related facts * Explore missing number problems 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Recognise rules that are in place in school to keep us safe. *Recognise rules that are in place outside of school (in the wider community) *Understand what might happen if rules are not followed. *Describe how we take care of our home and our belongings. *Explain how we can take care of our school environment. *Explain the importance of routines in taking care of people or pets. *Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution). <p>Some Children will:</p> <ul style="list-style-type: none"> *Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member). *Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live.



<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 will:</u> *Flag a bus to stop *Purchase a ticket on the bus *understands that money can pay for their ticket. *Board a bus safely *can go upstairs on a double decker bus. *Exit a bus safely *Use an escalator *Knows which coin to use *Store money in purse and then in bag when going into the community</p> <p><u>Some Children will:</u> *Tell the driver where they are going *Purchase a ticket on the bus and waits for change if needed. *Hold a ticket in one hand while negotiates way to a seat. *Put a ticket and purse/wallet in a safe place when seated. *Know what to do if stop is missed.</p>	<p><u>Most Children will:</u> * Talk about why things happen and how things work. *Look closely at similarities, differences, patterns and change. *Know about similarities and differences in relation to places, objects, materials and living things. *Talk about the features of their own immediate environment and how environments might vary from one another. *Make observations of animals and plants and explain why some things occur, and talk about changes *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos *Recognise some similarities and differences between life in this country and life in other countries. *Describe what they see, hear and feel whilst outside.</p> <p><u>Some Children will:</u> *Recognise some environments that are different from the one in which they live. *Communicate observations through drawings which can be recognised. *Create simple maps</p>	<p><u>Most Children will:</u> *Choose their own resources for lesson/activity. *Collect resources and put resources away. *Wash resources e.g. paint pots, brushes etc. *Handle objects/tools with care and respect. *Talk about the safety issues associated with tools used. *Independently mix primary colours to make a colour of choice. *Develop an understanding of primary and secondary colours. *Use paint to explore different tones of the same colour. *Make shadow patterns on the wall *Observe changes in shadow.</p> <p><u>Some Children will:</u> *Make imaginative and complex 'small worlds; with blocks and construction kits, such as a city with different buildings and a park.</p>	<p><u>Most Children will:</u> *Explore changes in pitch *Explores and learns how sounds can be changed. *Sing the pitch of a tone sung by another person ('pitch match'). *Create a rap and to explore repetition within rap. *Relate a sound to a visual experience</p> <p><u>Some Children will:</u> * Fill in gaps within familiar songs, rhymes and mantras *Listen attentively, move to and talk/communicate about music, expressing their feelings and responses.</p>	<p><u>Most Children will:</u> *Throw different types of equipment in different ways, for accuracy and distance. *Throw with accuracy at targets of different heights and distances. *Investigate ways to alter their throwing technique to achieve greater distance. *Begin to throw to a partner and then receive the object back. *Taking turns. *Initiating turn taking. *Following the game rules. *Remember rules without needing prompted by an adult.</p> <p><u>Some Children will:</u> *Keep the score. *Avoid a defender. *Prevent an attacker from scoring. *Play a range of team games e.g. bench ball. *Understand and accept the concept of a winner/winning. *Know how to stay safe when taking part in physical activity.</p>	<p><u>Most Children will:</u> *Independently clean a table top surface ahead of cooking activity. *Find kitchen equipment and utensils. *Name a range of kitchen utensils and equipment. *Know how to use a range of kitchen utensils and equipment. *Know how to store a range of kitchen utensils and equipment. *Know how to safely handle a range of kitchen utensils and equipment. *Follow a recipe with more independence.</p> <p><u>Some Children will:</u> *Know that germs can cause sickness *Know where to store a range of food stuff *Effectively clean surfaces.</p>