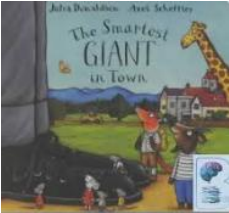






Summer 1 MTP

Class: Teal

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>The Smartest Giant in Town.</p>  <p>Jack and the Beanstalk</p>  <p>Sunflowers (NF)</p> 	<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"> *Enjoys listening to familiar adults reading stories. *Beginning to find pleasure in reading. *Copies an adult pointing to words as they read. *Can match some familiar words to pictures. *Offers explanations and more detail when asked. *Aware of listener when speaking. *Recognises some high frequency vocabulary. *Reads familiar, phonetic words and key sight vocabulary at word level. <p>Some Children will:</p> <ul style="list-style-type: none"> *Finds pleasure in reading and is motivated to read independently. *Engages fully when stories are being read (stories which are at a level beyond what they can read independently). *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. *Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. *Reads a wide range of common exception words. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Writes recognisable letters *Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters *I can write some learnt tricky words. *Spells longer (CVCC) words by identifying sounds in them and representing the sounds with a letter or letters *Hear, say and write the initial sound in words. *Segment the sounds in simple words and blend them together. *Link sounds to letters, naming and sounding the letters of the alphabet. *Attempts to write words using letter sound knowledge <p>Some Children will:</p> <ul style="list-style-type: none"> *Writes simple phrases and sentences that can be read by themselves and others *Say out loud what they are going to write about *Uses finger spaces to separate words. *Beginning to show an awareness of capital letters (with support). *Beginning to show an awareness of full stops (with support). *Use phonic knowledge to write words in ways which match their spoken sounds. *Identify or write 25+ graphemes on hearing corresponding phonemes 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Explore, copy and continue simple patterns *Make own patterns using shapes and colours. *Begin to notice mistakes in patterns *Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat *Doubles to 10 (find/make a double) *Explore even and odd *Identify units of repeating patterns *Create and explore own pattern rules *Describe positions <p>Some Children will:</p> <ul style="list-style-type: none"> *Compare groups by matching *Fewer, more, same *Less than, greater than, equal to *Compare numbers *Estimate on a number line to 20, Compare numbers to 20 *Find 1 more and 1 less *Compare numbers with the same number of tens *Compare any two numbers 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Identify visible changes from being a baby to now. *Identify baby/child/adult. *Engage in role play activities with a baby e.g., bathing, rocking, singing etc (showing more independence) *Understand the concept of boy/girl *Recognise correct vocabulary for some of the main body parts. *Recognise appropriate and inappropriate touch and begin to understand that this varies between people e.g., kisses for mam or dad but not for friends or staff in school. *Understand how to communicate when you don't like something. *Begin to recognise that other families might look different to our own family. *Identify people who make up my family. *Asks for help when needed <p>Some Children will:</p> <ul style="list-style-type: none"> *Describe some of the physical changes that occur as we grow up (e.g., body shape, height, menstruation). *Identify who we can talk to about growing up and our bodies changing. *Explain that we have the right to protect our bodies from Inappropriate/ unwanted touching. *Know which adults you can talk about unwanted physical touch. *Recognise the need for asking permission before we touch someone's body.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children will:</p> <ul style="list-style-type: none"> *Understands that money is a means of exchange - class shop, buying desirable items, using real money. *Plays 'shops' in role-play area, -baskets, trolleys, different sized bags etc, -till *Recognises a £1 coin -understands the concept that £1 will buy one item. *Knows which coin to use *Stores money in purse and then in bag when going into the community -remembers where money is stored. *Shops to a shopping list (symbols) *Can check off items bought against the shopping list *Navigates a supermarket to find items on list *Takes items to till -joins queue, puts on convey belt, waits, hands money over, gets change and receipt, packs shopping, unpacks shopping at school, putting items in relevant cupboards etc *Uses a self-service checkout *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 is given. *Shows awareness of sharp objects in the classroom e.g., scissors *Shows an awareness of how to use equipment safely when in the cookery room. *Begins to understand the concept of a stranger. *Ask for help from trusted adults in school. <p>Some Children will:</p> <ul style="list-style-type: none"> -change and receipt are put back into purse, then purse into bag (amount of change is not important here) *Have a clear understanding of the concept of 'stranger danger'. *Explain simple ways to stay safe online e.g., working with an adult, the use of passwords etc. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Shows care and concern for living things and the environment. *Begins to observe changes in plants *Knows that plants need water and sun *Chooses suitable clothing to wear to match weather *Names different types of weather. *Can say what the weather is like. *Uses technology to capture photographs/videos *Can delete unwanted photographs/videos *Uses a range of settings when taking photos *Stores devices appropriately *Knows how to take a selfie <p>Some Children will:</p> <ul style="list-style-type: none"> *Understand what plants need to stay alive. *Understand the importance of caring for all living things. *Names parts of a plant *Names a range of common plants *Recognises and names a range of food, including a range of fruit and vegetables *Knows what happens if they don't have enough to drink each day - can explain in terms of a plant *Recognises healthy/unhealthy drinks *To know where food comes from *Understand the effect of changing seasons on the natural world around them. *Can identify changes between seasons. *Begins to understand the link between weather and seasons. *Compares weather in different countries *Completes a simple program on a computer. *Uses ICT hardware to interact with age-appropriate computer software. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Begins to use 'junk' to build a model. *Explore a range of joining techniques. *Explores balancing when building using a range of resources. *Sticks pieces of dough together. *Uses tools to cut and manipulate dough. *Use a range of construction materials to build 2D and 3D structures. <p>Some Children will:</p> <ul style="list-style-type: none"> *Models with a purpose, knowing what they want to make. *Evaluates own sculpture/model. *Communicates likes and dislikes about their own and others sculpture/model. *Gives their model a name. *Uses a range of natural, recycled and manufactured materials for sculpting e.g., straw and card. *Explores different methods of fixing one material to another. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Experience the relationship between music and emotion. *Experience extremes of sound. *Experiences a graduation of sound. *Explore the concept of soft (quiet) and loud. *Explore the concept of soft (quiet) and loud using the same instrument. <p>Some Children will:</p> <ul style="list-style-type: none"> *Explores the concept of listening e.g., Chinese whispers. *Use drawing to represent ideas like movement or loud noises. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Independently enters the pool safely. *Independently exits the pool safely. *Uses stroking movement with arms. *Can balance float on back. *Submerges head in water. *To regain balance after lifting legs off the floor consistently. *To float on back and kick legs to move. *To begin to use arms and legs together to move across the water. *To kick legs with support independently on front. *To kick legs with support independently on back. <p>Some Children will:</p> <ul style="list-style-type: none"> *To move through the water on front independently. *To move through the water on back independently. *Move increasing distances independently. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Understands that a switch can turn something on and off. *Shows some understanding of an item being hot. *Knows when toast is ready. -can put toast back in the toaster if it is not ready. *Knows how to remove toast safely. *With support, uses a range or electrical equipment such as: <ul style="list-style-type: none"> -blender -toaster -toastie maker *Uses equipment to make a range of dishes (focusing on the process) <p>Some Children will:</p> <ul style="list-style-type: none"> *Knows how to stay safe around electric sockets. *Knows what to do/what not to do if toast gets stuck in the toaster *Understands how the settings on a toaster work *Shows more independence when using a range of electrical equipment such as blenders, toasters and kettles. *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