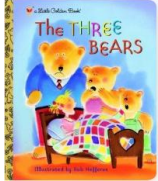
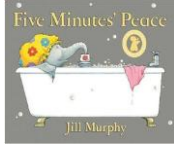

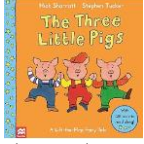





Summer 2 Medium Term Plan

Class: Mint

Topic: Who lives in a house like this?

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
 <p>The Three Bears – Rob Hefferton</p>  <p>Five Minutes Peace – Jill Murphy</p>  <p>Stuck – Oliver Jeffers</p>  <p>The 3 Little Pigs</p>  <p>Home Sweet Home – Caroline Pitcher</p>	<p>Most Children</p> <ul style="list-style-type: none"> *Recognises some letters and symbols *Enjoys rhyming stories, songs and rhymes. <p>Some Children</p> <ul style="list-style-type: none"> *Uses phonic knowledge confidently to read new and unfamiliar words *Clap one, two or three syllable words. *Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n *Segments the sounds in simple words and blend them together, *Reads words with more than one syllable that contain taught sounds. knowing which letters represent some of them *Uses phonic knowledge to read single words. *Uses phonic knowledge to read sentences. *Recognises digraphs and knows the sound they make. *Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol 	<p>Most Children</p> <ul style="list-style-type: none"> *Recognises some letters and numbers *Reacts to music with a strong and steady beat. *Communicates wants/needs using words, symbols or signs. *Selects symbols to build a caption of phrase (PECS/Colourful Semantics etc). *Chooses books to look at independently. *Points to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' <p>Some Children</p> <ul style="list-style-type: none"> *Recognises some high frequency vocabulary. *Reads familiar, phonetic words and key sight vocabulary at word level. *Reads aloud books that are consistent with developing phonic knowledge *Draws a picture to illustrate a story. *Answers questions (who, what, where) about a story verbally or using signs/symbols/gestures *Explains what is happening in a picture. *Lifts meaning from a picture e.g. what is he doing/what is happening etc *Follows a simple text using symbols e.g. recipe. *Understands instructions containing a range of prepositions. 	<p>Most Children</p> <ul style="list-style-type: none"> *I follow body percussion sequences in the correct order. *Will make marks on paper and on other surfaces *I make marks with a range of media *Makes marks to represent their name *Begins to use anti-clockwise movements and can retrace vertical lines *Traces circular movements *Traces horizontal movements *Colours over a picture *Enjoys the sensory experience of making marks in damp sand, paste or paint. *Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. <p>Some Children</p> <ul style="list-style-type: none"> *Makes a simple drawing to illustrate a story *Uses illustrations in their 'writing' *Beginning to separate pictures from writing *I hold three phonemes in more complex tasks e.g. writing a word (this could be using magnetic letters etc à does not have to involve the act of writing) *Makes a simple drawing to illustrate an idea *Colours in a picture and keeps within the lines most of the time *Attempts to write words using letter sound knowledge 	<p>Most Children</p> <ul style="list-style-type: none"> *Compare groups of up to 3 objects by matching them 1:1 *Say when there is an equal number, too many or not enough *Compare groups of up to 3 objects by matching them 1:1 Identify the 'whole' when shown 1 part of a familiar object *Identify that the parts are still visible when they are assembled to make the whole *Identify parts of their own body *Recognise that some whole objects have parts that cannot be removed. *Investigate ways to compose and de-compose sets of 2 and 3 *Know that 1 and 2 are parts of 3 *Explore how 1 and 2 are parts of 3. *Investigate ways to compose and de-compose 4. *Use spatial language to describe the shapes *Explain that different parts can make the same whole *Investigate ways to compose and de-compose 5 *Beginning to use some positional language in play and real-life situations *Move into simple positions when instructed using positional language. *Explore capacity *Compare capacity <p>Some Children</p> <ul style="list-style-type: none"> *Explore and play with shapes *Put shapes and blocks into position *Select shapes for a reason 	<p>Most Children</p> <ul style="list-style-type: none"> *Recognise foods we like/do not like to eat. *Identify physical activities that I enjoy doing. *Understand that clothes can keep us warm and that we wear different cloths in different weathers *Recognise the feeling of being tired and begins to communicate this feeling. *Recognise when we are feeling unwell, hurt or in pain. *Communicate feelings of being unwell, hurt or in pain to a familiar adult *Understand the concept of people who help us and begin to recognise that different services help different groups of people e.g. doctors /dentist/vet etc *Communicate favourite things. <p>Some Children</p> <ul style="list-style-type: none"> * Communicate likes and dislikes with food. *Explore the concept of healthy foods through sensory experiences. *Accept routines which support our physical health e.g. bed time, washing hands, baths etc *Join in with strategies to support our physical and mental well-being - including relaxation strategies *Joins in with physical movement activities *Communicate things they like.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children</p> <ul style="list-style-type: none"> * Understands that money is a means of exchange *Recognises a £1 coin -understands the concept that £1 will buy one item. * Chooses an item to buy *Shows more independence when handing over money to a cashier *Waits for change and receipt *Knows how to be a café or restaurant customer -decides what they want -carries a tray -finds an empty table -puts rubbish in the bin *Begins to understand the concept of a stranger. <p>Some Children</p> <ul style="list-style-type: none"> *Explores and plays with money in role play situations *Explores role-play within classroom environment *Can hand over money at the till with adult support. *Begins to understand that objects can cause harm. 	<p>Most Children</p> <ul style="list-style-type: none"> * Meet's and greets people in an appropriate way *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 *Shows interest in different occupations and ways of life. *Beginning to recognise differences in people. <p>Some Children</p> <ul style="list-style-type: none"> * Is curious about people and shows interest in stories about themselves and their family. *Enjoys pictures and stories about themselves, their families and other people. *Has a sense of own immediate family and relations. *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>Most Children</p> <ul style="list-style-type: none"> * Draws a range of 'lines' including, wavy, zig zag, circle. *Shows different emotions in their drawings and paintings e.g. happiness, sadness etc. *Understands that lines can be used to enclose a space and present objects. *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 *Beginning to use representation to communicate e.g. drawing a line and saying/communicating 'That's me'. <p>Some Children</p> <ul style="list-style-type: none"> * Explores mark making using hands and feet to create marks, including lines. *Uses a range of materials to mark make. *Draws a face with some noticeable features *Uses a range of tools to mark make. 	<p>Most Children</p> <ul style="list-style-type: none"> * Experiences changes in musical structure e.g. lights on for verse and off for chorus *Learn 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 *Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes *Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. *Create their own songs or improvise a song around one they know. *Takes part in a musical performance <p>Some Children</p> <ul style="list-style-type: none"> * Experience music as a storytelling medium. 	<p>Most Children</p> <ul style="list-style-type: none"> *Throw a ball towards a target with increasing accuracy. *Improve the distance they can throw by using more power. *Co-ordinates their hands and eyes to throw and catch an object. *Begin to catch slow moving objects (balloons). *Begin to use cupped hands to prepare to catch an object. * Taking turns when playing games with support. *Understands basic rules. *Participates in simple games, including ring games (e.g. duck, duck goose). *Enjoys taking part in physical activity in a group. *Plays a range of chase games (tig, tiggy scarecrow, what's the time Mr wolf). <p>Some Children</p> <ul style="list-style-type: none"> * Experiment with throwing different objects with both hands. *Begin to show their preferred hand for throwing. *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. *Passing a piece of equipment to someone else (including teacher). 	<p>Most Children</p> <ul style="list-style-type: none"> *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. *Understands that a switch can turn something on and off. *Shows some understanding of an item being hot. *Uses equipment to make a range of dishes (focusing on the process) <p>Some Children</p> <ul style="list-style-type: none"> *Tolerates waiting for an item to cook/cool/set etc. *Shows some understanding /awareness that an item may change its appearance when cooking *Fills and empties a kettle with cold water (in a play situation) *Pours cold water from kettle into a cup (in a play situation)