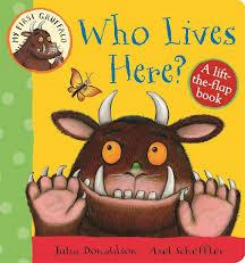


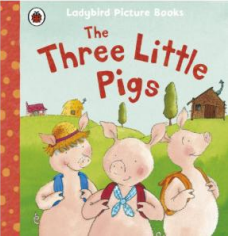




Summer 2 Medium Term Plan

Class: Ruby Class

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><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Says 1 or 2 familiar words from a story or rhyme using a word/sign or symbol.</li> <li>*Responds to early interaction rhymes.</li> <li>*Indicates wanting “more” during interaction rhymes.</li> <li>*Enjoys rhyming stories, songs and rhymes.</li> <li>*Matches two of the same object.</li> <li>*Shows an interest in pictures or photographs.</li> </ul> <p><b>Some Children.</b></p> <ul style="list-style-type: none"> <li>*Recognises some letters and symbols.</li> <li>*Listens to songs and stories with increasing attention and recall.</li> <li>*Fills in missing words, sounds or phrases in familiar stories or rhymes.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Chooses books to look at independently.</li> <li>*Has favourite stories which they like to listen to and look at again and again.</li> <li>*Enjoys listening to familiar adults reading stories.</li> <li>*Indicates to an adult that they want them to read a specific book.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Beginning to find pleasure in reading.</li> <li>*Can recognise and name sounds in my environment.</li> <li>*Begins to copy and repeat sounds, actions, words or phrases.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Enjoys drawing freely.</li> <li>*Can make controlled marks which have repetitive elements.</li> <li>*I distinguish between the marks I make.</li> <li>*Shows preference for one hand.</li> <li>*Can make controlled movements with arms and legs.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Holds a pencil with sufficient grip and pressure to make marks on paper.</li> <li>*Makes circular shapes with a drawing tool.</li> <li>*Creates horizontal scribble with a writing tool.</li> <li>*Creates a vertical scribble with a writing tool.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Shows awareness of some sounds and objects associated with specific activities e.g. hello song, start of the day, going home.</li> <li>*Associates a sequence of activities with daily routines.</li> <li>*Will hold objects to experience the differences in weight.</li> <li>*Notices when objects feel heavy or light</li> <li>*Responds to adult comments about weight.</li> <li>*Numbers to 10 count forwards in 1s, from 0 to 10.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>* Talks about time.</li> <li>*Order and sequence time.</li> <li>*Explore height.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Communicate likes and dislikes with food.</li> <li>*Explore the concept of healthy foods through sensory experiences.</li> <li>*Identify some healthy foods.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Recognises some treat foods (that should only be eaten once In a while)</li> </ul>



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b><u>Most Children</u></b>            *Responds positively during personal routines.            *Actively engages in own toileting programme.            *Begins to follow a programme of toileting with verbal support.            *Walks onto the bus independently.            *Exits the bus appropriately.</p> <p><b><u>Some Children</u></b>            *Explores and plays with money in role play situations.            *Can hand over money at a till with adult support.            *Accepts been told “no” within a shop setting.            *Can hand over money at the till with adult support.</p>	<p><b><u>Most Children</u></b>            *Recognises a range of animals.            *Recognises some animal noises.            *Begins to show an understanding that animals need food and water.</p> <p><b><u>Some Children</u></b>            *Anticipates repeated sounds, sights and actions.            *Communicates foods they likes/dislike.            *Explores new food-touch, smell etc.            *To know what food is - recognising if we can eat something or not.</p>	<p><b><u>Most Children</u></b>            *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.            *Makes deliberate marks,.</p> <p><b><u>Some Children</u></b>            *Draws a range of ‘lines’ including, wavy, zig zag, circle.            *Shows different emotions in their drawings and paintings e.g. happiness, sadness etc.</p>	<p><b><u>Most Children</u></b>            *Experience music as a storytelling medium            *Communicates likes/dislikes related to the sound a musical instrument makes.            *Has favourite song(s)            *Initiates favourite songs thorough action or other cues.            *Become familiar with a range of songs.            *Makes links between music experienced in different activities or at specific times of the day e.g. the tidy up song.</p> <p><b><u>Some Children</u></b>            *Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p>	<p><b><u>Most Children</u></b>            *To wear appropriate swim wear (e.g. swimming costume, armbands)            *Stay in a pool without protest.</p> <p><b><u>Some Children</u></b>            *Take feet off bottom off pool when supported by an adult when on your front.            *Take feet off bottom off pool when supported by an adult when on your back.            *Take feet off bottom off pool when supported by an adult when on your back.</p>	<p><b><u>Most Children</u></b>            *Tolerates waiting for an item to cook/cool/set etc.            *Shows some understanding/awareness that an item may change its appearance when cooking            *Explores food from a range of countries and cultures using sensory activities, exploring colour, smell etc.            *Tolerates washing hands using soap.            *Shows some independence when washing hands</p> <p><b><u>Some Children</u></b>            *Fills and empties a kettle with cold water (in a play situation)            *Pours cold water from kettle into a cup (in a play situation)</p>