

Medium Term Plan

Summer 2 2017

Visits/Jack and the Beanstalk

Area		higher		middle		lower		
Reading <i>Phonics</i> <i>Comprehension</i> Communication & Language	Where are they?	More confident at naming and matching alphabet letters. Have learnt Phase 4 words Have consolidated reading words with Phase 3 digraphs Can read Phase 3 captions and sentences Are showing an understanding of what they have read	40-60S/ELG	Are continuing to consolidate reading words with Phase 3 digraphs Are continuing to read Phase 3 captions and sentences Are consolidating reading of phase 3 action words	Are reading phase 2 and beginning to read phase 3 captions Are beginning to read words with Phase 3 digraphs Are consolidating reading of phase 3 action words Can recognise Phase 3 sounds	40-60D/S	Are beginning to hear all sounds in cvc words Can read phase 2 words Are able to read a simple Phase 2 caption	30-50D/S 40-60E
	Where do the need to be?	To begin to learn beginning and end blends. To read phase 4 sentences and captions. To read words with Phase 3 trigraphs To continue to consolidate recognising alphabet letters	ELG	To begin to name and sound the letters of the alphabet. To match upper and lower case letter sounds To consolidate phase 3 digraph sounds. To consolidate phase 3 word recognition. To read words, captions and sentences with phase 3 sounds/words. To learn Phase 4 words	To begin to name and sound the letters of the alphabet. To consolidate reading of and phase 2 and phase 3 captions To continue to read words with Phase 3 digraphs To consolidate reading of phase 3 action words To continue to recognise Phase 3 sounds	40/60S ELG	To continue to hear all sounds in cvc words To continue to read cvc words To continue to consolidate reading Phase 2 words To continue to read phase 3 words To continue to read a simple Phase 2 captions	30/50S 40-60E
Writing <i>Phonics</i> <i>Composition</i> <i>Handwriting</i> Communication & Language Physical	Where are they?	Are becoming more consistent in using the correct diagraph when writing words. Are able to write more complex sentences using the correct punctuation. Can write phase 3 tricky words and and to use them in their writing. Are consolidating the formation of letters.	40-60D 40-60S	Are continuing to write words with Phase 3 diagraph sounds. Are consolidating the formation of letters. Are continuing to write captions and sentences using simple punctuatuion. Are beginning to write all phase 3 words	Are consolidating the formation of letters. Are continuing to write sentences/captions using simple punctuatuion. Can write cvc words. Are beginning to write phase 2 action words correctly in their own writing.	30/50S - 40/60D	Are beginning to form letters correctly. Are beginning to write cvc words Are beginning to break the flow of speech into words. Are beginning to be able to write a simple caption or sentence they have orally created Are beginning to write phase 2 action words	30-50D/S 40-60E

	Where do the need to be?	<p>To write words with beginning and end blends.</p> <p>To write words using phase 3 trigraphs</p> <p>To write Phase 4 captions and sentences</p> <p>To continue to be consistent in using the correct diagraph when writing words.</p> <p>To continue to write more complex sentences using the correct punctuation.</p> <p>To begin to write Phase 4 words</p> <p>To consolidate the formation of letters.</p>	ELG	<p>To continue to write words with diagraph sounds.</p> <p>To consolidate the formation of letters.</p> <p>To continue to use the correct digraph more confidently when writing words.</p> <p>To write more complex sentences using the correct punctuation.</p> <p>To continue to write some phase 3 tricky words.</p>	<p>To continue to write words with diagraph sounds.</p> <p>To consolidate the formation of letters.</p> <p>To continue to write sentences using simple punctuation.</p> <p>To consistently write phase 2 words in their own writing</p>	40/60S ELG	<p>To consolidate the formation of letters.</p> <p>To write a simple sentence/captions.</p> <p>To continue to write cvc words.</p> <p>To write phase 2 action words in their own writing.</p>	30-50/S 40-60E
<p>Numbers</p> <p><i>Recognising</i></p> <p><i>Ordering</i></p> <p><i>Counting</i></p> <p><i>Calculating</i></p> <p>Communication & Language</p>	Where are they?	<p>Are beginning to count in 2's, 5's and 10's.</p> <p>Are able to double.</p> <p>Can share</p> <p>Can half</p> <p>Can record own number problems for addition and subtraction.</p> <p>Can recognise number bonds to ten.</p> <p>Can identify missing numbers in a sequence.</p>	ELG Phase 5/6	<p>Are beginning to subtract.</p> <p>Are able to record addition using the + and = signs.</p> <p>Can use a numberline when adding (then subtracting)</p> <p>Are beginning to double</p> <p>Are beginning to share</p>	<p>Can count an irregular arrangement of objects up to 15 (then beyond).</p> <p>Can recognise numerals up to twenty</p> <p>Can order numerals to twenty</p> <p>Are beginning to say the number that is one more to 20</p> <p>Are beginning to say the number that is one less than a number 20</p> <p>Are able to find the total number of objects in two groups by counting all of them (2 numbers between 0 & 9).</p> <p>Are beginning to record addition using the + and = signs.</p>	40/60D/S Phase 3/4/5	<p>Are beginning to recognise numerals up to 20</p> <p>Are beginning to sequence numerals to 15 then beyond</p> <p>Are beginning to separate a group of up to ten objects in different ways, beginning to recognise that the total is still the same.</p> <p>Are beginning to find the total of two amounts (up to ten).</p> <p>Are beginning to say the number that is one more than a number (up to 10).</p> <p>Can match correctly a numeral and amount (up to 10).</p>	30-50 s 40-6- E Phase 2/3

	Where do the need to be?	To consolidate skills in doubling, halving and sharing. To consolidate number bonds to ten. To complete addition sums using money To begin to work out change in money problems. To complete number problems using money.	ELG Yr 1 Emerging	To continue to record addition To begin to record subtraction To consolidate doubling To consolidate sharing To begin to half To use a number more confidently when adding and subtracting	To continue to record addition To begin to subtract To consolidate addition using a numberline. To begin to count back from a given number. To consolidate one more and one less to 20.	40/60S ELG	To say the number that is one more than a number (up to 10). To continue to find the total number of objects in two groups by counting all of them (2 numbers between 0 & 9). To begin to recognise the symbols + and = and to see these in a number sentence. To record a simple addition sum using + and = signs To consolidate skills in counting objects up to 15 (then beyond).	40/60E/D
Vocabulary		Number names, how many?, more, less, guess how many?, estimate, one more, one less, order, sequence, add, total, total amount, before, after, count, numeral, number line, more, less, altogether, counting on, counting back, double, doubling, half, money, coins, change.		Number names, how many?, more, less, guess how many?, one more, one less, order, sequence, total, total amount, before, after, count, numeral, number line, more, less, altogether, add, adding, addition, equals, the same as, + =	Number names, how many?, more, less, one more, one less, order, sequence, total, total amount, before, after, count, numeral, number line, more, less, altogether, add, adding, addition, equals, the same as, + = partition, recombine		Number names, how many?, lots, sequence, total, total amount, count, numeral, number line, altogether, more, less, the same, forwards, backwards + =.	
SSM <i>Measures</i> <i>Shape & space</i> <i>Position</i> Communication & Language	Where are they?	Are beginning to be able to use the language related to money. Are beginning to recognise and name coins Can use the vocabulary of capacity, full, empty, half full Can order bottles/buckets by size Can use the vocabulary of time Can read and make o'clock and half past times Can sequence events of the day	40/60D/S ELG	Can use the vocabulary of capacity, full, empty, half full Can order bottles/buckets by size Can use the vocabulary of time Can read and make o'clock and half past times Can sequence events of the day	Can use the vocabulary of capacity, full, empty, half full Can order bottles/buckets by size Can use the vocabulary of time Can read and make o'clock and are beginning to be able to read and make half past times Can sequence events of the day	40-60E/D/S	Can use the vocabulary of capacity, full, empty, half full Can order bottles/buckets by size Can use the vocabulary of time Can read and make o'clock Are beginning to sequence events of the day	40-60E/D

	Where do the need to be?	To recognise and create symmetrical patterns To revise 2D and 3D shape names, name and use properties of these shapes To measure using non standard methods To measure time in simple ways i.e. how many jumps in a minute etc To revise positional language	ELG	To recognise and create symmetrical patterns To revise 2D and 3D shape names, name and use properties of these shapes To measure using non standard methods To measure time in simple ways i.e. how many jumps in a minute etc To revise positional language	To recognise and create symmetrical patterns To revise 2D and 3D shape names, name and use properties of these shapes To measure using non standard methods To measure time in simple ways i.e. how many jumps in a minute etc To revise positional language	40-60 S ELG	To recognise and create symmetrical patterns To revise 2D and 3D shape names, name and use properties of these shapes To measure using non standard methods To measure time in simple ways i.e. how many jumps in a minute etc To revise positional language	40-60 D
Understanding the world		People & Communities		The World			Technology	
Communication & Language	Where are they?	Can confidently talk about their experiences (personal, Mothers Day customs, Easter customs) adding detail and extending vocabulary. To talk about similarities and differences between themselves and others Are able to talk about their experiences with Teddy George/Timmy		Can explore what happens when different colours are mixed. Can talk about what they have observed happening and what they are doing. Are able to talk about the features of their own environment after walk			Can make a beebot move Can complete an algorithms	

	Where do the need to be?	To use past, present and future tenses accurately when talking about events. To know that peoples lives in the past are different from now To continue to take the class bear home.	To observe plants growing To observe and record the changes and growth in tadpoles, butterflies and plants To talk about how things change and grow over time. Caring for living things and the environment. To talk about their experiences of Beamish. To find out about the past	To use cameras/ipads to take pictures of changes they see in plants, butterflies and tadpoles To make a pic collage using these pictures	
Expressive arts & design	Where are they?		Continue to explore the sounds that instruments make. Have learned new songs from Spring CD Can experiment with different ways of printing (shapes) Can make a 3D model using a variety of materials and techniques. Continuing to explore the sounds that instruments make. Investigated clay (over the half term). Made individual birds nests. Completed observational drawings of a daffodil.		
Communication & Language					
Physical	Where do the need to be?		To learn songs from Summer CD. To use a range of tools and techniques to shape, assemble and join materials they are using (to consolidate skills introduced at Forest School). Make 3D minibeasts. Minibeast display (paintings & drawings). Role play of the story of Jack and the beanstalk. Garden centre roleplay (indoors/outdoors). Are able to tap out a simple rhythm using hands and instruments		40-60S ELG
PSE	Where are they?		Are sensitive to others needs and feelings. Are good at simple calming techniques		40-60D To 30-50E
	Where do they need to be?		To continue mindful strategies such as simple calming techniques, breathing techniques, Buddha candle & yoga pretzels. Link the story of Jack & the Beanstalk to talking about feelings and being sensitive towards others – link to the side of the Giant. Introduce 'Star' activities.		40-60S ELG

Physical	Where are they?		Have an increasing control over an object by pushing, patting, throwing, catching and kicking. Can play racing and chasing games, adjusting speed and changing direction to avoid obstacles. Children are aware of healthy eating and making healthy choices.	40-60S To 30-50D
	Where do the need to be?		Introduce yoga pretzels. To use a range of tools and techniques to shape, assemble and join materials they are using (to consolidate skills introduced at Forest School). Improved letter formation. To play racing and chasing games, adjusting speed and changing direction to avoid obstacles (wolf & pig game – What time is it Mr Wolf) To handle a range of tools hammers and nails To use the apparatus (Friday Morning both classes)	40-60D/S ELG