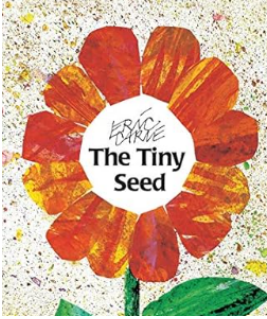




Medium Term Plan

Ash Class






Summer 2 Growing big, Growing strong

	Week 1 WB: 3/6/24 The Tiny Seed	Week 2 WB: 10/6/24 The Tiny Seed	Week 3 WB:17/6/24 Jack and the Jellybean stalk	Week 4 WB: 24/6/24 Jack and the Jellybean stalk	Week 5 WB: 1/7/24 The Little Red Hen	Week 6 WB: 8/7/24 The Little Red Hen
<p>Writing</p>	 <p>To use capital letters and full stops to punctuate a sentence.</p> <p>To compose a simple sentence.</p> <p>To label a picture.</p> <p>To write a fact.</p> <p>To spell CVC words.</p>	 <p>To use adjectives to describe a character.</p> <p>To use adjectives to describe a setting.</p> <p>To compose a simple sentence.</p> <p>To use capital letters and full stops to punctuate a sentence.</p> <p>To label a picture.</p> <p>To spell tricky words.</p>	 <p>To create a story map.</p> <p>To use time conjunctions to sequence events.</p> <p>To write s clear sentence.</p> <p>To write speech bubbles.</p> <p>To act a story.</p> <p>To retell a story.</p>			



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Handwriting	<p>To know that each letter is referred to as a sound.</p> <p>To sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>To form the lowercase letters i,l, and t correctly.</p> <p>To write words containing i,l and t.</p>	<p>To know that each letter is referred to as a sound.</p> <p>To sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>To form the lowercase letters u,w,e, c and o correctly.</p> <p>To write words containing u, w, e, c and o</p>	<p>To know that each letter is referred to as a sound.</p> <p>To sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>To form the lowercase letters c,a,n, m and h correctly.</p> <p>To write words containing c, a, o, m and h.</p>	<p>To know that each letter is referred to as a sound.</p> <p>To sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>To form the lowercase letters j,y, g and q correctly.</p> <p>To write words containing j,y, g and q.</p>	<p>To know that each letter is referred to as a sound.</p> <p>To sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>To form the lowercase letters b, p, k, v, s and r correctly.</p> <p>To write words containing b, p, k, v, s and r.</p>	<p>To know that each letter is referred to as a sound.</p> <p>To sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>To form the lowercase letters f, x and z correctly.</p> <p>To write words containing f,x and z.</p>
Phonics	<p>Read Phase 4 CVCC and CCVC words with long vowel sounds Tricky words: Review Spell Toast, spark, be, growl, bright, there, train, sport, what, green, spoon, when, brown, start Sentence writing I like toast with jam.</p>	<p>Read Phase 4 CCV/ CCVCC/CCVC/ CCVC words Tricky words: Review Spell Crown, sleep, pure, street, screen, sure, stair, clear, little, three, spoilt, here, fright, sweet Sentence writing</p>	<p>Read Phase 4 words ending with s /s/, s /z/, es Longer words Tricky words: Review Spell Paints, floats, says, crowds, spears, like, splashes, dresses, love, perfect, frighten, some, balloon, bright Sentence writing</p>	<p>Read Phase 4 Root words with ing /ed/t/id/d Tricky words: Review Spell Sleeping, painting, come, splashed, croaked, said, floated, painted, have, cleared, groaned, you, sparked, started Sentence writing</p>	<p>Read Phase 4 Root words with –er/est Tricky words: Review Spell brighter, sweeter, are, smartest, clearest, today, appear, three, they, street, free, out, spoons, crowns Sentence writing</p>	<p>Assessment and review</p> <p>Catch up and consolidation</p>


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		The star lights up the dark.	The frogs hop in the pond.	I am painting the moon.	You are the brightest star.	
Comprehension and word reading	<p>To read aloud simple sentences.</p> <p>To predict what will happen next</p> <p>To pick out and understand the key vocabulary.</p> <p>To understand the text.</p>	<p>To use new vocabulary during play and learning.</p> <p>To recall the key events in a story.</p> <p>To understand the text.</p> <p>To retell a familiar story.</p>	<p>To read aloud simple sentences.</p> <p>To predict what will happen next</p> <p>To pick out and understand the key vocabulary.</p> <p>To understand the text.</p>	<p>To use new vocabulary during play and learning.</p> <p>To recall the key events in a story.</p> <p>To understand the text.</p> <p>To retell a familiar story.</p>	<p>To read aloud simple sentences.</p> <p>To predict what will happen next</p> <p>To pick out and understand the key vocabulary.</p> <p>To understand the text.</p>	<p>To use new vocabulary during play and learning.</p> <p>To recall the key events in a story.</p> <p>To understand the text.</p> <p>To retell a familiar story.</p>
Communication and language	<u>Topic Vocab</u>		<u>Topic Vocab</u>		<u>Topic Vocab</u>	
	<p>To join in with discussions by listening to what others say.</p> <p>To join in with discussions by responding to what I have heard.</p> <p>To ask questions to find out more.</p> <p>To recall key events from a story.</p>		<p>To develop a deep familiarity with the text.</p> <p>To sequence the key events from the story.</p> <p>To use key story language when retelling a story.</p> <p>To respond to the lesson with comments and questions.</p>		<p>To listen in a range of settings.</p> <p>To ask questions to clarify or find out more.</p> <p>To recall what I have learned.</p> <p>To use the correct topic words when sharing my views.</p> <p>To listen to the views of my peers and respond with my thoughts.</p>	

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	To use story language to retell the story					
Maths	<p>MN Wk26-subitising on a rekenrek</p> <ul style="list-style-type: none"> To know how to use a rekenrek To use 'one finger, one push' to subitise and explore '1 more' patterns of beads on the rekenrek. <p>WRM- Find my pattern- Doubles</p> <ul style="list-style-type: none"> To explore double numbers To make a double number using pair wise <p><u>Numberblocks Series 2 Episode 9 - Double Trouble</u> <u>Double Trouble – Nrich</u> Pair wise Learning doubles Dominoes</p>	<p>MN number patterns day 4</p> <ul style="list-style-type: none"> recognise an odd and an even number when arranged in a 'doubles' pattern sort models into those that contain odd and those that contain even numbers of interlocking cubes. <p>WRM- Find my pattern-odds and evens Numberblocks Series 2 Episode 11 Odds and Evens</p> <p>Building pair wise in tens frames. Sort into odds and evens</p>	<p>MN Automatic recall</p> <ul style="list-style-type: none"> To use the rekenreks to find ways to partition a set of 5 To use the rekenreks to find ways to partition a set of 10 <p>WRM- Find my pattern- Sharing and Grouping</p> <ul style="list-style-type: none"> To explore which quantities can be shared equally between two groups To represent 'sharing' number problems <p>Fairytale sharing party powerpoint</p> <p>WRM- Find my</p>	<p>. MN number patterns days 1-3</p> <ul style="list-style-type: none"> To make and describe doubles arrangements on their fingers. To sort numbers to 10 according to whether each number is a double / is not a double. To make and describe doubles patterns on a rekenrek. To solve halving problems using finger numbers <p>WRM-Building 9 and 10</p> <ul style="list-style-type: none"> To describe a 3D shape using some mathematical 	<p>MN review comparison days 2 & 4</p> <ul style="list-style-type: none"> To use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number. explore the order and magnitude of numbers to 10. <p>Recap number bonds to Doubling and halving facts Odds and evens</p> <p>WRM- Find my Pattern-Spatial reasoning</p>	<p>MN</p> <ul style="list-style-type: none"> To count to 20 and beyond To solve sharing problems To recall number bonds to 5 To recall number bonds to 10 To say the number that is one more and one less than a given number <p>WRM- On the move-spatial reasoning</p>

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	<p>WRM- 6,7,8</p> <ul style="list-style-type: none"> To accurately use the words short, tall, taller, tallest when comparing length 	<p>WRM-Building 9 and 10</p> <ul style="list-style-type: none"> To group 3D shapes by their properties 	<p>Pattern-Spatial reasoning</p> <ul style="list-style-type: none"> To use positional language when giving instructions To follow instructions involving positional language <p>Barrier game Making a giants castle with blocks</p> 	<p>language accurately.</p> 	<ul style="list-style-type: none"> To represent a simple route 	<ul style="list-style-type: none"> To describe a simple route 
Personal, Social and Emotional Development	<p>To know right from wrong.</p> <p>To explain the reasons for rules.</p> <p>To follow classroom and school rules.</p> <p>To use words to talk to my friends about how I am feeling.</p> <p>To solve minor disagreements with my friends.</p> <p>To show sensitivity to own and to others' needs.</p>					

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	<p>To work and play cooperatively and take turns with others.</p> <p>To give focused attention to what the teacher says, responding appropriately.</p> <p>To show an ability to follow instructions involving several ideas or actions.</p> <p>To adjust to change.</p>					
Physical Development	<p>PE Hub- Cooperate and Solve Problems</p> <p>1. Work as an individual and part of a group to match various markings and colours.</p> <p>2. Identify relationships between self and others through group activity.</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>PE Hub- Cooperate and Solve Problems</p> <p>1. Keep heart rate high and perform individual coordination skills.</p> <p>2. Cooperate with a partner to move across defined areas</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>To cut along the lines</p>	<p>PE Hub- Cooperate and Solve Problems</p> <p>1. Work for a sustained period to raise heart rate.</p> <p>2. Replicate with some accuracy body shapes to represent numbers.</p> <p>3. Work as a Pair to demonstrate larger numbers.</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>PE Hub- Cooperate and Solve Problems</p> <p>1. Name and perform actions including jumps, rolls and travel.</p> <p>2. Associate an action with a colour.</p> <p>3. Some- Define their own trail</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>PE Hub- Cooperate and Solve Problems</p> <p>1. Individually create a shape story using a mime</p> <p>2. Recognise and retrieve coloured items assigned to their group.</p> <p>3. Work cooperatively to construct shapes and patterns on the floor</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>PE Hub- Cooperate and Solve Problems</p> <p>1. Work cooperatively as part of a pair to move objects.</p> <p>2. Persevere through challenges</p> <p>3. Listen and make decisions as part of a partnership</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>

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the world	To learn how to look after plants. To name the key parts of a plant.	To describe how a plant grows. To sequence the lifecycle of a plant.	To distinguish things that are living and those that are not living. To learn about clouds and how they are formed.	To name different types of plants. To record the growth of plants.	To learn about how flour is created. To learn about the changes to ingredients when baking bread. To name the ingredients needed to bake bread.	To understand the life cycle of a chick. To sequence the lifecycle of a chick. To observe and record the growth and changes of a broad bean plant. To observe the broad beans.
Expressive Arts and Design	To learn and perform a dance.	To create Father's Day cards	To paint a picture of the sky, using the reflection in the mirror. 	To use glue effectively to join the different materials together. 	To draw a representation of the Hindu creation story To use water colours to create my own version of the Lotus Flower	To use tools and resources to create stick puppets. To retell a narrative.

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Key Dates and Enrichment	3-4 th Obstacle course 4 th Writing Moderation 5 th Class Photos 7 th Don Rae 7 th D-Day picnic on the field	10 th LD nursery visits 12 th French lesson 14 th LD nursery visits 16 th Father's Day Phonics screen	Report writing week Sky 'Access All' Arts week 17 th LD Nursery visits 21 st LD Nursery visits 21 st Reports Due	24 th EYFS Training 26 th EYFS and KS1 Sports Day AM 26 th Teddy Bears Picnic PM 27 th Teddy Bears Picnic PM	1 st School trip 3 rd Kim Pilgrim visit-writing 5 th Roll over Day 5 th Summer Fayre Performing our song	11 th Stay and Play 12 th Reports to parents