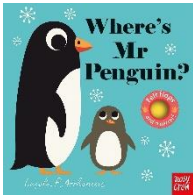
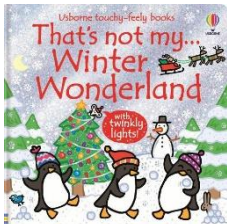
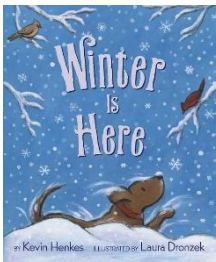




## Spring 1 Medium Term Plan

**Class:** Rose

**Topic:** Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To take part in daily rhyme time sessions, engaging with props and copying actions</li> <li>*To take part in daily phonics sessions, engaging with props and actions</li> <li>*To enjoy rhyming songs and stories</li> <li>*To respond to environmental sounds</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To be able to recognise familiar sounds within the phonics provision</li> <li>*To begin to copy some sounds in phonics sessions</li> <li>*To identify and match sounds taught</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To make fleeting eye contact with the adult reading</li> <li>*To engage with and respond to daily stories, showing attention and interest in illustrations</li> <li>*To engage with sensory stories, reaching for props and moving them between hands</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To indicate to an adult that they want a specific book reading to them</li> <li>*To select familiar objects by name</li> <li>*To fixate on an adult or object during stories, especially sensory stories</li> <li>*To independently explore books in provision, turning pages</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To look for reactions and responses to actions or communication</li> <li>*To explore a range of media tools</li> <li>*To make marks on paper and other surfaces</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To make the choice to mark make on a range of materials using a range of media in provision</li> <li>*To hold a mark making utensil with sufficient grip and pressure to make marks on paper</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To explore space when they are free to move, roll and stretch</li> <li>*To develop an awareness of their own bodies, that their body has different parts and where these are in relation to each other</li> <li>*To develop an awareness of their own bodies e.g. through baby massage and singing songs</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To remove a cloth to find a hidden object or look towards the floor for an object which has been dropped.</li> <li>*To participate in hiding and finding games and is aware when items are placed out of sight.</li> <li>*To explore space around them and engage with position and direction, such as pointing to where they would like to go</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To engage with simple self-care techniques e.g. brushing teeth, washing hands and getting dressed.</li> <li>*To engage with toileting programme</li> <li>*To move around school safely</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To accept help from a familiar adult when hurt.</li> <li>*To begin to understand the concept of kind hands, feet and teeth.</li> <li>*To begin to name body parts</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>            *To build tolerance for being on the bus for longer periods of time.            *To keep seatbelt on while on the bus            *To stay seated on the bus.</p> <p><b><u>Some Children</u></b>            *To walk onto the bus appropriately.            *To exit the bus appropriately.            *To actively engage in own toileting programme:            -accepts help from adults.</p>	<p><b><u>Most Children</u></b>            *Explores water-based play            *Fills and empties containers.            *Explore a range of items using senses            *Explores new food – touch, smell etc.</p> <p><b><u>Some Children</u></b>            *Recognise a range of animals            *Recognise some animal noises            *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc</p>	<p><b><u>Most Children</u></b>            *To tolerate preparations for art – aprons on and hands being washed            *To explore simple printing.            *To tolerate body parts being used for printing.</p> <p><b><u>Some Children</u></b>            *To recognise when hands need washing            *To show some independence in hand washing</p>	<p><b><u>Most Children</u></b>            *To enjoy dancing, marching and using musical instruments alongside music and rhythms            *To begin to move to music, listen or join in rhymes or songs            *To tolerate a range of action, counting and other simple songs.</p> <p><b><u>Some Children</u></b>            *To mirror and improvise actions they have observed, e.g. clapping or waving.            *With support, to begin to respond to ‘stop’ and ‘start’</p>	<p><b><u>Most Children</u></b>            *To identify a pool environment.            *To enter a pool safely with support.            *To exit a pool safely with support.</p> <p><b><u>Some Children</u></b>            *To put feet to the bottom of the pool.            *To move in the water independently.            *To walk in the water independently.            *To maintain balance in the water.</p>	<p><b><u>Most Children</u></b>            *To tolerate preparing for a cooking activity, washing hands etc            *To follow up to 3 instructions            *To use cookie cutters in play (playdough)            *To begin to press cutters into dough with support (may need hand over hand)</p> <p><b><u>Some Children</u></b>            *To sequence and order up to 2 pictures            *To begin to help cleaning a table/surface            *To communicate the need for help</p>