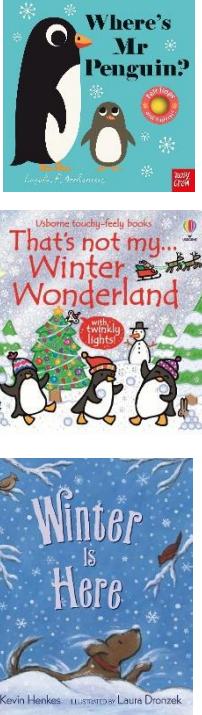




Spring 1 Medium Term Plan

Class: Rose

Topic: Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
	<p>Most Children</p> <ul style="list-style-type: none">*To take part in daily rhyme time sessions, engaging with props and copying actions*To take part in daily phonics sessions, engaging with props and actions*To enjoy rhyming songs and stories*To respond to environmental sounds <p>Some Children</p> <ul style="list-style-type: none">*To be able to recognise familiar sounds within the phonics provision*To begin to copy some sounds in phonics sessions*To identify and match sounds taught	<p>Most Children</p> <ul style="list-style-type: none">*To make fleeting eye contact with the adult reading*To engage with and respond to daily stories, showing attention and interest in illustrations*To engage with sensory stories, reaching for props and moving them between hands <p>Some Children</p> <ul style="list-style-type: none">*To indicate to an adult that they want a specific book reading to them*To select familiar objects by name*To fixate on an adult or object during stories, especially sensory stories*To independently explore books in provision, turning pages	<p>Most Children</p> <ul style="list-style-type: none">*To look for reactions and responses to actions or communication*To explore a range of media tools*To make marks on paper and other surfaces <p>Some Children</p> <ul style="list-style-type: none">*To make the choice to mark make on a range of materials using a range of media in provision*To hold a mark making utensil with sufficient grip and pressure to make marks on paper	<p>Most Children</p> <ul style="list-style-type: none">*To explore space when they are free to move, roll and stretch*To develop an awareness of their own bodies, that their body has different parts and where these are in relation to each other*To develop an awareness of their own bodies e.g. through baby massage and singing songs <p>Some Children</p> <ul style="list-style-type: none">*To remove a cloth to find a hidden object or look towards the floor for an object which has been dropped.*To participate in hiding and finding games and is aware when items are placed out of sight.*To explore space around them and engage with position and direction, such as pointing to where they would like to go	<p>Most Children</p> <ul style="list-style-type: none">*To engage with simple self-care techniques e.g. brushing teeth, washing hands and getting dressed.*To engage with toileting programme*To move around school safely <p>Some Children</p> <ul style="list-style-type: none">*To accept help from a familiar adult when hurt.*To begin to understand the concept of kind hands, feet and teeth.*To begin to name body parts



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<u>Most Children</u> *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. <u>Some Children</u> *To walk onto the bus appropriately. *To exit the bus appropriately. *To actively engage in own toileting programme: -accepts help from adults.	<u>Most Children</u> *Explores water-based play *Fills and empties containers. *Explore a range of items using senses *Explores new food – touch, smell etc. <u>Some Children</u> *Recognise a range of animals *Recognise some animal noises *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc	<u>Most Children</u> *To tolerate preparations for art – aprons on and hands being washed *To explore simple printing. *To tolerate body parts being used for printing. <u>Some Children</u> *To recognise when hands need washing *To show some independence in hand washing	<u>Most Children</u> *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. <u>Some Children</u> *To mirror and improvise actions they have observed, e.g. clapping or waving. *With support, to begin to respond to 'stop' and 'start'	<u>Most Children</u> *To identify a pool environment. *To enter a pool safely with support. *To exit a pool safely with support. <u>Some Children</u> *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.	<u>Most Children</u> *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) <u>Some Children</u> *To sequence and order up to 2 pictures *To begin to help cleaning a table/surface *To communicate the need for help