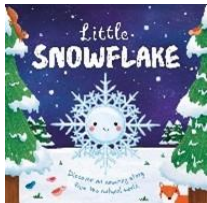







## Spring 1 Medium Term Plan

**Class:** Rainbow

**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 use body language, pointing or gesture to gain attention of others.</li> <li>*To look for responses and reactions to actions or communication.</li> <li>*To react to music with a strong and steady beat.</li> <li>*To recognise the object shown in a photograph.</li> <li>*To engage with familiar songs, rhymes and stories</li> <li>*To respond to early interaction rhymes</li> <li>*To indicate wanting 'more' during interaction rhymes</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To use body language, pointing or gesture to gain attention of others.</li> <li>*To experiment with voice sounds e.g. pitch, volume etc</li> <li>*To keep a steady beat to a piece of music or to a rhythm.</li> <li>*To understand that meaning is shown through familiar symbols.</li> <li>*To match two of the same objects.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To fixate on a familiar person or object.</li> <li>*To move head intentionally to see a stimulus.</li> <li>*To tracks object or pictures from left to right.</li> <li>*To fixate on a familiar person or object e.g. in a sensory story.</li> <li>*To engage in shared reading activities.</li> <li>*To make fleeting eye contact with the adult reading</li> <li>*To be exposed to a wide range of vocabulary</li> <li>*To begin to understand single words</li> <li>*To understand the use of Objects</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To indicate to an adult that they want them to read a specific book.</li> <li>*To turn to the next page in a book with pictures to see what happens.</li> <li>*To have a favourite story which they like to listen to and look at again and again.</li> <li>*To develop listening and comprehension skills.</li> <li>*To select familiar objects by name, finding the correct object from a small group of objects.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To tolerate tools in their hand to mark-make</li> <li>*To make marks on paper and on other surfaces</li> <li>*To make marks with a range of media</li> <li>*To scribble spontaneously when given paper and mark-making</li> <li>*To begin to explore a range of media</li> <li>* To recognise mark-making materials</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To hold a pencil with sufficient grip and pressure to make marks on paper choose to mark-make</li> <li>*To make a simple drawing to illustrate an idea</li> <li>*To make circular shapes with a drawing tool</li> <li>*To choose to mark-make</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>* Explores space when they are free to move, roll and stretch</li> <li>*developing awareness of their own bodies e.g. through baby massage and singing songs</li> <li>*Communicates the idea of 'surprise' as an object is revealed or on hearing an unexpected noise in a familiar sequence.</li> <li>* Pupil can remove a cloth to find a hidden object or look towards the floor for an object which has been dropped.</li> <li>* Takes part in finger rhymes/songs with numbers.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>* Uses blocks to create their own simple structures and arrangements</li> <li>*Respond to simple language of position</li> <li>*Arrange blocks in a chosen position</li> <li>*Select shapes for a space</li> <li>*Recognise when 2 objects are the same shape</li> <li>*Explore and describe shapes and objects</li> <li>*Sort shapes and objects into simple categories.</li> <li>* Begins to anticipate the ending or key elements of rhymes, songs and number games.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>* Engage with simple self-care techniques e.g. brushing teeth, washing hands and getting dressed.</li> <li>*Work alongside trusted adults in school</li> <li>*Select from a choice of programmes using devices.</li> <li>*Copy facial expressions, using a mirror.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Accept taking turns (with adult support)</li> <li>*Accept help from familiar adults when dysregulated.</li> <li>*Engage in activities to support my regulation.</li> <li>*Ask for help from trusted adults in school.</li> <li>*Move around school safely.</li> <li>*Develop some independence with self-care techniques e.g. brushing teeth, washing hands and getting dressed.</li> <li>*Respond to facial expressions which represent different emotions or feelings.</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>            * Walks without pulling away when holding an adult's hand.            *Accepts exploration of self, e.g. accepting a hand massage.            *Accepts their hand being guided over a range of textures            *Reacts to textures with minor physiological changes when feeling rough or smooth surfaces            *Reacts when their hands/feet are touched with different textures            *Co-operates physically during familiar routines            *Puts arms down sleeves with assistance</p> <p><b><u>Some Children</u></b>            * Walks independently without running away            *Participates more actively in the dressing process            *Takes off their coat/top</p>	<p><b><u>Most Children</u></b>            *Explores water-based play            *Explores carrying and moving water            *Tolerates being wet when 'caught' in the rain            *Fills and empties containers.            *Fills and empties containers.            * *Explore a range of items using senses            *Explore using different body parts e.g. hands, feet, mouth            *Engage in sensory stories            *Communicates foods they like/dislike            *Explores new food – touch, smell etc.            *To know what food is -recognising if we can eat something or not</p> <p><b><u>Some Children</u></b>            *Recognise a range of animals            *Recognise some animal noises            *Begins to show an understanding that animals need food and water            *To match picture to picture/object to picture/object to symbol etc.            **Selects appropriate clothing that is needed for water play e.g. raincoat, wellies</p>	<p><b><u>Most Children</u></b>            *Explore simple printing.            *Tolerates body parts being used for printing            *Tolerates body parts being used for printing.            *Uses fingers, feet and a range of brushes to create marks.            *Tolerates hands being washed.</p> <p><b><u>Some Children</u></b>            *Makes deliberate marks.            *Randomly changes colour            *Realises there is a range of colours that can be used.            *Uses a range of materials to mark make.            *Draws a face with some noticeable features            *Recognises when hands need to be washed.</p>	<p><b><u>Most Children</u></b>            *Experience different musical sounds.            *Explores a range of musical instruments.            *Hears and remembers sounds.            *React to normal, everyday sounds.            *Begins to move to music, listen or join in rhymes or songs            *Reacts to changes in tempo            *Respond to early interaction rhymes involving physical closeness and being face-to-face.            *Indicate wanting 'more' during interaction rhymes and, later, initiate them.</p> <p><b><u>Some Children</u></b>            *Keep a steady beat alongside others or to a piece of music or rhythm.            *Makes and copies familiar sounds.            *Shows attention to sounds and music.            *Experience and tolerate:            -body sounds            -struck and shaken instruments            *With support, to begin to respond to 'stop' and 'start'            *Tolerates a range of action, counting and other simple songs.</p>	<p><b><u>Most Children</u></b>            *Avoid bumping to others when moving around at a walking pace.            *Be able to stand still in a space.            *Be able to move and stop maintaining balance.            Balance on:            Standing and walking on large equipment            Walk between and on benches            Walk upstairs</p> <p><b><u>Some Children</u></b>            *Experiment with different ways of rolling their bodies.            *Role from sitting to back then back to sitting position.            *Touch different parts of their body.</p>	<p><b><u>Most Children</u></b>            * Communicates foods they like/dislike            *Explores new food – touch, smell etc.            * Preparing for a cooking activity, tolerating:            -washing hands            -drying hands            -wearing apron            -hair being tied back            -roll sleeves up            *Uses a blunt knife to spread, with support (using dominant hand if appropriate)</p> <p><b><u>Some Children</u></b>            *Follow up to 3 instructions (with signs and symbols)            *Begins to press cutters into dough with support (may need hand over hand)</p>