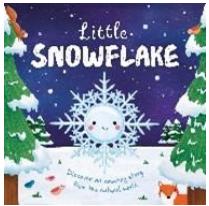




Spring 1 Medium Term Plan

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
	Most Children *To use body language, pointing or gesture to gain attention of others. *To look for responses and reactions to actions or communication. *To react to music with a strong and steady beat. *To recognise the object shown in a photograph. *To engage with familiar songs, rhymes and stories *To respond to early interaction rhymes *To indicate wanting 'more' during interaction rhymes Some Children *To use body language, pointing or gesture to gain attention of others. *To experiment with voice sounds e.g. pitch, volume etc *To keep a steady beat to a piece of music or to a rhythm. *To understand that meaning is shown through familiar symbols. *To match two of the same objects.	Most Children *To fixate on a familiar person or object. *To move head intentionally to see a stimulus. *To track object or pictures from left to right. *To fixate on a familiar person or object e.g. in a sensory story. *To engage in shared reading activities. *To make fleeting eye contact with the adult reading *To be exposed to a wide range of vocabulary *To begin to understand single words *To understand the use of Objects Some Children *To indicate to an adult that they want them to read a specific book. *To turn to the next page in a book with pictures to see what happens. *To have a favourite story which they like to listen to and look at again and again. *To develop listening and comprehension skills. *To select familiar objects by name, finding the correct object from a small group of objects.	Most Children *To tolerate tools in their hand to mark-make *To make marks on paper and on other surfaces *To make marks with a range of media *To scribble spontaneously when given paper and mark-making *To begin to explore a range of media *To recognise mark-making materials Some Children *To hold a pencil with sufficient grip and pressure to make marks on paper choose to mark-make *To make a simple drawing to illustrate an idea *To make circular shapes with a drawing tool *To choose to mark-make	Most Children *Explores space when they are free to move, roll and stretch *Developing awareness of their own bodies e.g. through baby massage and singing songs *Communicates the idea of 'surprise' as an object is revealed or on hearing an unexpected noise in a familiar sequence. *Pupil can remove a cloth to find a hidden object or look towards the floor for an object which has been dropped. *Takes part in finger rhymes/songs with numbers. Some Children *Uses blocks to create their own simple structures and arrangements *Respond to simple language of position *Arrange blocks in a chosen position *Select shapes for a space *Recognise when 2 objects are the same shape *Explore and describe shapes and objects *Sort shapes and objects into simple categories. *Begins to anticipate the ending or key elements of rhymes, songs and number games.	Most Children *Engage with simple self-care techniques e.g. brushing teeth, washing hands and getting dressed. *Work alongside trusted adults in school *Select from a choice of programmes using devices. *Copy facial expressions, using a mirror. Some Children *Accept taking turns (with adult support) *Accept help from familiar adults when dysregulated. *Engage in activities to support my regulation. *Ask for help from trusted adults in school. *Move around school safely. *Develop some independence with self-care techniques e.g. brushing teeth, washing hands and getting dressed. *Respond to facial expressions which represent different emotions or feelings.
					
					
					



Independence	Understanding the World	Art	Music	PE	Food Technology
<p>Most Children</p> <ul style="list-style-type: none">* 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>Some Children</p> <ul style="list-style-type: none">* Walks independently without running away*Participates more actively in the dressing process*Takes off their coat/top	<p>Most Children</p> <ul style="list-style-type: none">*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>Some Children</p> <ul style="list-style-type: none">*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>Most Children</p> <ul style="list-style-type: none">*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>Some Children</p> <ul style="list-style-type: none">*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>Most Children</p> <ul style="list-style-type: none">*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>Some Children</p> <ul style="list-style-type: none">*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>Most Children</p> <ul style="list-style-type: none">*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. <p>Balance on:</p> <ul style="list-style-type: none">Standing and walking on large equipmentWalk between and on benchesWalk upstairs <p>Some Children</p> <ul style="list-style-type: none">*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>Most Children</p> <ul style="list-style-type: none">* Communicates foods they like/dislike*Explores new food – touch, smell etc.* Preparing for a cooking activity, tolerating:<ul style="list-style-type: none">-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>Some Children</p> <ul style="list-style-type: none">*Follow up to 3 instructions (with signs and symbols)*Begins to press cutters into dough with support (may need hand over hand)