


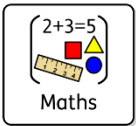










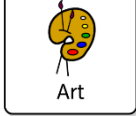
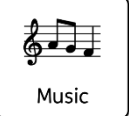
Spring 1 Medium Term Plan

Class: Emerald

Topic: Paws, Claws and Whiskers

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>*We will continue to follow the Little Wandle scheme of learning (phase 2 letter sounds).</p> <p>*Some children will continue to blend single sounds to form CVC/CVCC words.</p> <p>*Some children will begin to identify the initial sound in a word.</p> <p>*Some children will continue to consistently and correctly discriminate between different letter sounds.</p>	<p>*To engage in daily guided reading sessions focussing on decoding, prosody and comprehension of the story.</p> <p>*We will explore a range of topic related books and highlight core words to build up our vocabulary.</p> <p>*Some children will begin to answer questions or make single word comments on materials we have just read with support.</p>	<p>*We will continue to use the Little Wandle Phonics Scheme to practice letter formation using a range of different media.</p> <p>*We will continue to practice mnemonics of newly learned phonemes to support formation.</p> <p>*We will practice writing our name with greater accuracy.</p> <p>*We will engage in action songs which will encourage us to cross the mid-line.</p> <p>*We will practice early writing activities such as dough disco, tapping and Matman.</p>	<p>*We will look at subtraction, using the mastery approach within 10, (some children will start working towards numbers within 20).</p> <p>*We will begin to familiarise ourselves with new resources such as tens frames and number lines to help us calculate simple number sentences.</p> <p>*We will continue to develop fast recognition of objects without needing to count them individually (subitising).</p> <p>*We will engage and respond to a variety of number/action songs and social games.</p>	<p>*We will recognise and identify different animals and their environments (farm, pets, arctic, jungle etc)</p> <p>*We will learn new vocabulary related to different animal attributes. We will draw comparisons and differences between these.</p> <p>*We will explore animals and their young.</p> <p>*We will learn how to be responsible young people and care for animals in our environment.</p>	<p>*We will continue to use the Zones of Regulation throughout the school day to identify our emotions.</p> <p>*We will begin to recognise/label emotions in others.</p> <p>*We will begin to give plausible reasons as to why we may feel the way that we do.</p> <p>*We will explore different ways to make ourselves feel better when we are feeling sad.</p> <p>*We will engage in a variety of songs and stories linked to emotions.</p>



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p>*This half term we will be using air fryers as a means of cooking food. We will learn what it does and how to operate an air fryer.</p> <p>*We will continue to focus on handwashing and the importance of washing our hands thoroughly before handling food.</p> <p>*We will continue to learn about safety when using hot appliances.</p> <p>*We will focus on how to make different types of bread (in the air fryer) and follow a recipe to make a product.</p> <p>*We will learn new skills/vocabulary such as kneading, rolling and shaping.</p>	<p>*We will continue to practise getting ourselves dressed/undressed and take responsibility for our belongings.</p> <p>*We will continue to dress ourselves appropriately for the weather.</p> <p>*We will practise wringing out our wet swimming costumes before putting them into our swimming bags.</p> <p>*We will practise zipping up our own coats.</p> <p>*We will continue to collect our own resources for lessons and know where to find these within the classroom.</p> <p>*We will continue to learn about how to keep safe when out in the community.</p> <p>*We will learn how to conduct ourselves amongst members of the general public and practice societal norms regarding behaviour, responsibility and etiquette.</p>	<p>*We will access continuous provision activities which target fine and gross motor skills.</p> <p>*We will engage in 'Go Noodle' as part of our physical movement break. Children will dance to the songs practicing co-ordination and crossing the mid-line.</p> <p>*We will access outdoor provisions such as the adventure playground and discovery park to practice climbing and help build up the muscles in our shoulders and hands.</p> <p>*We will begin to develop muscle strength during swimming sessions.</p> <p>*We will engage in daily dough disco sessions to help our fine motor skills.</p>	<p>*We will engage in weekly swimming sessions in order to become competent and safe in the water.</p> <p>*We will begin to engage and begin to understand the rules of simple physical games such as 'Stuck in the mud'.</p> <p>*We will begin to develop our ball skills such as: Throwing, catching, kicking, passing, batting, and aiming.</p>	<p>*We will use a range of materials to design and create a product.</p> <p>*Children will begin to use their imagination and then consider what they can do with different materials.</p> <p>*Children will begin to request and collect their own resources to encourage their independence.</p> <p>*We will use junk modelling materials to explore and build.</p>	<p>*We will continue to use the Charanga music programme to engage both in solo and grouped musical practice.</p> <p>*Children will participate in the SEN Scheme: Unit 18 which focuses on softer musical sounds.</p> <p>*Children will explore a range of different musical instruments and learn their names. Children will begin to use these instruments in a functional way.</p>