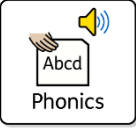


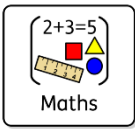


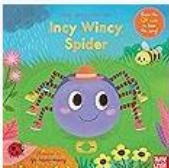
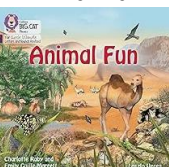
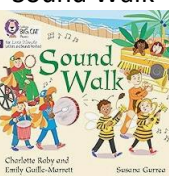





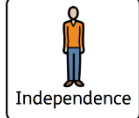

Spring 1 Medium Term Plan

Class: Mint

Topic: Paws, Claws and Whiskers (Animals)

|  <p>Phonics</p> |  <p>Reading</p> |  <p>Writing/Mark Making</p> |  <p>Maths</p> |  <p>Science</p> |  <p>PSHE</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>* To develop awareness of sounds and rhythm. Rhyme Time - 'Incy Wincy Spider'</p> <p>* To review sounds learned /s/, /a/, /t/, /p/, /i/, /n/.</p> <table border="1" data-bbox="179 638 336 957"> <tr><td>s</td><td>s</td><td>S</td></tr> <tr><td>a</td><td>a</td><td>A</td></tr> <tr><td>t</td><td>t</td><td>T</td></tr> <tr><td>p</td><td>p</td><td>P</td></tr> <tr><td>i</td><td>i</td><td>I</td></tr> <tr><td>n</td><td>n</td><td>N</td></tr> </table> <p>*To learn new sounds /d/, /g/, /o/, /c/, /ck/.</p> <table border="1" data-bbox="179 1053 336 1404"> <tr><td>d</td><td>d</td><td>D</td></tr> <tr><td>g</td><td>g</td><td>G</td></tr> <tr><td>o</td><td>o</td><td>O</td></tr> <tr><td>c</td><td>c</td><td>C</td></tr> <tr><td>k</td><td>k</td><td>K</td></tr> <tr><td>ck</td><td>ck</td><td>Ck</td></tr> </table> | s | s | S | a | a | A | t | t | T | p | p | P | i | i | I | n | n | N | d | d | D | g | g | G | o | o | O | c | c | C | k | k | K | ck | ck | Ck | <p>*Incy Wincy Spider</p>  <p>*Animal Fun</p>  <p>*Sound Walk</p>  <p>*To find and recognise pictures</p> | <p>*To begin to form early writing shapes.</p> <p>- Squiggle While you Wiggle</p> <p>-Mat Man</p> <table border="1" data-bbox="840 582 1176 678"> <tr><td>—</td><td> </td><td>○</td><td>+</td></tr> <tr><td>/</td><td>□</td><td>\</td><td>×</td></tr> </table> <p>*To begin to write my name.</p> <p>*To begin to form recognisable letters.</p> | — | | ○ | + | / | □ | \ | × | <p>* To begin to recognise 'one' and 'lots' of an amount.</p> <p>* To count fluently to 20 and beyond.</p> <p>* To recognising numerals to 20.</p> <p>*To match a number to quantity within 10.</p>  | <p>* To describe the characteristics of objects and animals observed. (To visit a pet shop/ farm)</p> <p>*To communicate observations through drawings.</p> <p>*To sort animals by a given criteria.</p>  | <p>*To describe ourselves.</p> <p>*To recognise that there is self and others.(Attention Everyone, waiting activities)</p> <p>*To demonstrate good listening skills.</p> <p>*I can take turns. (Board games)</p> <p>*I can communicate how I feel.</p> |
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|  <p>Food Technology</p> |  <p>Independence</p> |  <p>Physical Development</p> |  <p>PE</p> |  <p>Art</p> |  <p>Music</p> |
|---|--|---|---|--|--|
| <ul style="list-style-type: none"> *To know where food comes from (To visit a farm and a shop) *To know that I need to wash my hands before preparing food. *To use a knife with accuracy. *To use a spoon with accuracy. | <ul style="list-style-type: none"> *To transition from one area of the school to another. *To find my coat on my peg *To put on my own coat. *To remove my own shoes and socks for PE. *To put my own shoes and socks on. | <ul style="list-style-type: none"> * To begin to develop finger coordination (Dough Disco) * To develop gross motor coordination (Hedgehog Hideaway, Adventure Playground, Discovery Park) *To develop spacial awareness (Daily Mile, Play Time) | <ul style="list-style-type: none"> *To listen to instructions *To travel around a space in different ways *To stop and start to music. *To balance (one leg, seated, jumping and landing, two feet. * To use coordination (sending and receiving; throwing, rolling and catching; partner work.) | <ul style="list-style-type: none"> *To create simple representations of observations. *To begin to use a variety of drawing tools. *To explore what happens when a colour is mixed. *To use printing to improve fine motor skills ensuring prints are placed accurately. | <ul style="list-style-type: none"> *I can choose instruments. *I can make a sound with a variety of instruments. *I can keep to a beat. |