

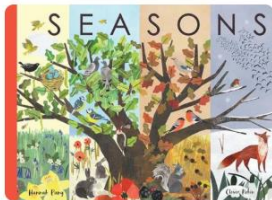




## Spring 1 Medium Term Plan

**Class:** Forest **Topic:** Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p><b>The Lights that Dance in the Night</b> – Yuval Zommer</p>  <p><b>I Definitely Don't Like Winter!</b> – Fiona Barker and Christine Pym</p>  <p><b>Seasons</b> – Hannah Pang</p> 	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To take part in daily phonics sessions, engaging with props and actions.</li> <li>*To take part in tuning into sounds sessions.</li> <li>* To link sounds to letters and can sound out some Phase 2 sounds (phonemes and digraphs).</li> <li>*To sort by initial phoneme.</li> </ul> <p>Identifies the odd one out when hearing words that all but one begins with the same sound.</p> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To orally blend syllables.</li> <li>*To orally blend CVC words.</li> <li>*To segment the sounds in simple words and blend them together, knowing which letters represent some of them.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To visit the library and select a reading for pleasure book.</li> <li>*To take books home to share them with their family.</li> <li>*Recognise common written words and high frequency vocabulary.</li> <li>*To find pleasure in reading and is motivated to read independently.</li> <li>*To engage fully when stories are being read.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To be able to fill in missing words, sounds or phrases in familiar stories or rhymes.</li> <li>* To sequence up to three pictures to show order of events.</li> <li>*To talk about events in a story.</li> <li>*To draw a picture to illustrate a story.</li> <li>*To answer questions (who, what, where) about a story</li> <li>* To predict how a story might end.</li> <li>*To predict what a story might be about after reading the title.</li> <li>*To predict what might happen based on what has been read so far.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To take part in Squiggle into Writer sessions.</li> <li>*To enjoy drawing freely.</li> <li>*To distinguish between the marks, they make.</li> <li>*To explore and manipulate different mark-making resources in the mark-making area.</li> <li>*To include a variety of letters within lines of scribble</li> <li>*To hear, say and write the initial sound in words.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To beginning to separate between pictures and writing.</li> <li>*To colour in a picture and keeps within the lines most of the time</li> <li>*To use writing in purposeful play</li> <li>*To begin to break the flow of speech into words.</li> <li>*Write recognisable letters.</li> <li>*To spell CVC words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To follow the CPA approach according to their abilities and strengths.</li> <li>*To follow Mastering Programme. (Reception)</li> <li>Notice when two collections are the same</li> <li>*To make collections of small objects the same</li> <li>*To make collections of large objects the same</li> <li>*To recognise two collections are the same using large and small objects</li> <li>*To make collections the same using large and small objects</li> <li>Sort and talk about their own collections</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>* To compare groups by matching Fewer, more, same</li> <li>Less than, greater than, equal to</li> <li>*To compare numbers</li> <li>* To estimate on a number line to 20</li> <li>* To compare numbers to 20</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Develop some independence with self-care techniques e.g. brushing teeth, washing hands and getting dressed.</li> <li>*Ask for help when needed.</li> <li>*Move around school safely.</li> <li>*Begin so understand the concept of a stranger.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Describe ways to stay healthy.</li> <li>*Understand how germs are spread.</li> <li>*Understand how to prevent the spread of germs.</li> <li>*Identify risks and hazards and know how to stay safe.</li> <li>*Identify when someone might need first aid.</li> <li>*Understand the concept of an emergency and know who to contact in an emergency.</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>            *To flag a bus to stop            *To purchase a ticket on the bus            *To understand that money can pay for their ticket.            *To board a bus safely            *To go upstairs on a double decker bus.            *To exit a bus safely</p> <p><b><u>Some Children</u></b>            * To tell the driver where they are going            *To purchase a ticket on the bus and waits for change if needed.            *To hold a ticket in one hand while negotiates way to a seat.            *To put a ticket and purse/wallet in a safe place when seated.</p>	<p><b><u>Most Children</u></b>            *To know that some animals are kept as pets            *To name parts of an animal e.g tail, whiskers, claws            *To name and recognise some external parts of the body.            *To understand the simple life cycle of a human e.g. baby, child, adult            *To match adult animals to baby animals.            *To begin to know where some animals life</p> <p><b><u>Some Children</u></b>            *To develop an understanding of growth, decay and changes over time.            *To understand the importance of caring for all living things.            *To understand the life cycle of a selection of animals.            *To name adult and baby animals            *To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b><u>Most Children</u></b>            * To explore simple printing.            *To tolerate body parts being used for printing.            *To explore rubbings from textures surfaces e.g. leaf, coin, tree bark.            *To print pictures with a range of materials e.g. sponges/reels</p> <p><b><u>Some Children will:</u></b>            *To develop an understanding of tie dye.</p>	<p><b><u>Most Children will:</u></b>            *To keep a steady beat            *To react to changes in tempo            *To join in with call and response activities using vocal or body sounds.            *To respond to 'stop' and 'start' e.g musical statues/chairs            *To make a choice between fast/slow movements then moves appropriately.            *To show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow.</p> <p><b><u>Some Children will:</u></b>            * To explore a range of emotions through changes in tempo            *To create musical and physical changes in tempo            *To relate movement to tempo (uses materials/body parts to show tempo)            *To create a simple rhyme with different tempos.            *Count along to a beat.</p>	<p><b><u>Most Children</u></b>            *To be able to refine basic movement skills including such as rolling, crawling, hopping and skipping.            *To have the ability to vary their pace and speed when running.            *To demonstrate the skill to jog in a straight line.            *To be able to perform different types of jumps: two feet to two feet and two feet to one foot</p> <p><b><u>Some Children</u></b>            *To be able to run along a non-straight trail.            *To have the ability to change direction when jogging.            *To be able to perform different types of jumps: one foot to the same foot, one foot to the opposite foot, star jumps and tuck jump</p>	<p><b><u>Most Children</u></b>            *To know how to wash a (blunt) knife safely.            *To know how to stay safe around knives:            - washing            -carrying            -picking it up            *To use a grater with more independence, holding it correctly with limited safety reminders needed            *To use a peeler with more independence, holding it correctly with limited safety reminders needed.            *To begin to peel more complex vegetables such as potatoes            *To use a range of cutters independently.            *To use a can/tin opener with minimal support, understanding how to use it safely.</p> <p><b><u>Some Children will:</u></b>            *To effectively clean surfaces.            *To use dishcloths, sponges etc correctly when washing dishes.</p>