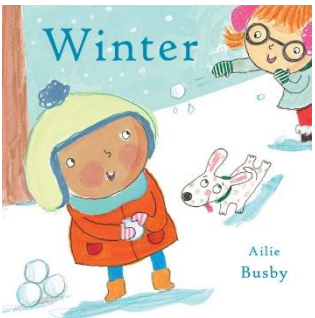
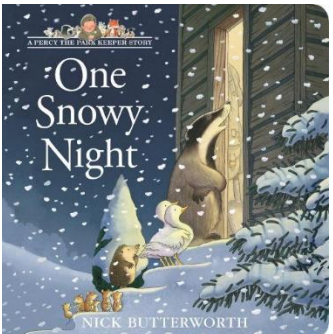
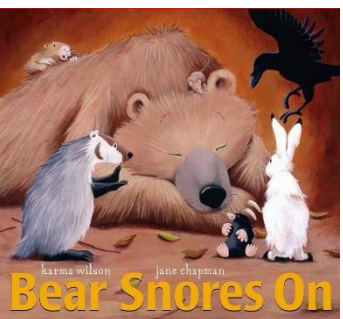




Spring 1 Medium Term Plan

Class: Scarlet

Topic: Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	<p>Most Children</p> <ul style="list-style-type: none"> *I react to music with a strong and steady beat. *Matches familiar sounds. *Attempts to keep a beat in simple body percussion activities. *Match an object to a picture <p>Some Children</p> <ul style="list-style-type: none"> *Discriminate and identify sounds in simple activities, matching sounds to objects and pictures without visual support *match familiar graphemes to the phoneme *Vocalisations are more consistent e.g., different sounds are used to convey different meanings. *Fills in missing words, sounds or phrases in familiar stories or rhymes. 	<p>Most Children</p> <ul style="list-style-type: none"> *Will fixate on a familiar person or object e.g. in a sensory story. *Recognises objects of reference and anticipate events associated with them e.g. bells for music or whistle for PE *Chooses books to look at independently. *Indicate wanting 'more' during interaction rhymes. <p>Some Children</p> <ul style="list-style-type: none"> *Understands familiar words in context e.g. milk, mammy, bath. *Selects familiar objects by name, finding the correct object from a small group of objects. *Recognises some letters and symbols. *Indicates to an adult that they want them to read a specific book. *Selects familiar objects by name, finding the correct object from a small group of objects. 	<p>Most Children</p> <ul style="list-style-type: none"> *Will tolerate tools in their hand to mark-make *Will make marks on paper and on other surfaces *Holds a pencil with sufficient grip and pressure to make marks on paper **Shows preference for one hand <p>Some Children</p> <ul style="list-style-type: none"> *Draws a range of 'lines' including, wavy, zig zag, circle. *Draws a face with some noticeable features *Can make controlled marks which have repetitive elements *Draws lines or shapes on a large scale 	<p>Most Children</p> <ul style="list-style-type: none"> * Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence * Collect objects to compare amounts * Look for collections of large and small amounts * Participates in hiding and finding games and is aware when items are placed out of sight. * Combines objects like stacking blocks and cups to build a tower. *Explores space around them and engages with position and direction, such as pointing to where they would like to go <p>Some Children</p> <ul style="list-style-type: none"> * Copy fingers to represent 1, 2 and 3 * Select shapes for a space * Recognise when 2 objects are the same shape * Begin to recognise that anything can be counted. * Copy the sequence of 1, 2 and 3 	<p>Most Children</p> <ul style="list-style-type: none"> *Engage with toileting programme (where appropriate) * Engage with simple self-care techniques e.g. brushing teeth, washing hands and getting dressed. *Select from a choice of programmes using devices. *Begin to accept a consequence when rules are not followed. <p>Some Children</p> <ul style="list-style-type: none"> *Ask for help when needed. *Move around school safely. *choose resources to use.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><u>Most Children</u> *Keeps seatbelt on while on the bus *Stays seated on the bus. *Builds tolerance for being on the bus for longer periods of time. *Walks onto the bus appropriately. *Exits the bus appropriately. *Places coat on a hook *Finds and identifies own coat *Follows one step directions when getting dressed/undressed</p> <p><u>Some Children</u> *Explores dressing up clothes. *Puts on their socks (not always correctly) *Follows a simple instruction when accompanied by gesture and context *Puts coat on independently</p>	<p><u>Most Children</u> *Recognise a range of animals *Recognise some animal noises *Begins to show an understanding that animals need food and water *Uses tools and equipment with intention while engaging in water-based play e.g. funnels to fill a container *Selects appropriate clothing that is needed for water play e.g. raincoat, wellies *Explore simple science equipment e.g. magnifying glass, magnets, pipettes etc</p> <p><u>Some Children</u> *Tries some new foods, with encouragement. *Tolerates being wet when 'caught' in the rain *Names different types of weather.</p>	<p><u>Most Children</u> *Explore simple printing. *Tolerates body parts being used for printing. *Explore rubbings from textures surfaces e.g. leaf, coin, tree bark. *Print pictures with a range of materials e.g. sponges/reels *Uses fingers, feet and a range of brushes to create marks.</p> <p><u>Some Children</u> *Creates sound effects and movements e.g. creates the sound of cars, animals etc. *Begins to collect some resources needed for lesson/activity. *With support, washes some resources e.g. paint brushes/pots.</p>	<p><u>Most Children</u> *Reacts to changes in tempo *Keeps a steady beat *Reacts to changes in tempo *Shows 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><u>Some Children</u> *Joins in with call and response activities using vocal or body sounds. *Responds to 'stop' and 'start' e.g musical statues/chairs *Fill in gaps during songs and rhymes and, later, sing familiar ones in full</p>	<p><u>Most Children</u> *Balances on apparatus. *Move safely around a space and around equipment when moving at speed. *Touch different parts of their body. *Avoid bumping to others when moving around at a walking pace. *Begin to balance with control.</p> <p><u>Some Children</u> *Standing balance on one leg for short period of time. *Roll over from front to back then back to front. *Experiment with different ways of rolling their bodies.</p>	<p><u>Most Children</u> *Begins to help cleaning a table/surface *Recognise and name a knife. *Uses a blunt knife to chop soft fruit -holding fruit with non-chopping hand *Uses cookie cutters in play (playdough) *Begins to press cutters into dough with support (may need hand over hand) *Tolerates waiting for an item to cook/cool/set etc.</p> <p><u>Some Children</u> *Uses a blunt knife to cut independently, using dominant hand. *With support, holds the grater with care, using non-grating hand (may require some hand over hand) *Communicates the need for help</p>