
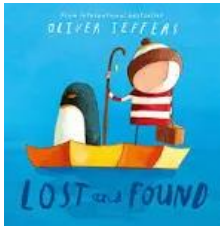


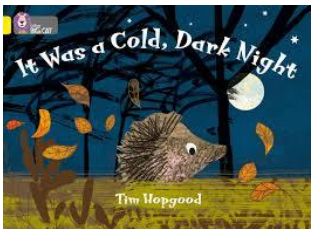




## Spring 1 Medium Term Plan

**Class:** Sage

**Topic:** Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
    	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Recognise some letters and symbols.</li> <li>*To enjoy rhyming stories, songs and rhymes.</li> <li>*Can recognise and name/match sounds in my environment</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To begin to re-enact simple stories or real-life situations through role play</li> <li>*Copy finger movements and other gestures linked to rhyme, songs and stories.</li> <li>*Join in with actions linked to a familiar rhyme, songs and stories.</li> <li>*Begin to copy and repeat sounds, actions, words or phrases.</li> <li>*Repeat repetitive words, sounds or phrases from a story or rhyme.</li> <li>*Fill in missing words, sounds or phrases in familiar stories or rhymes.</li> <li>*Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Listen to songs and stories with increasing attention and recall.</li> <li>*Respond to pictures in a familiar text.</li> <li>*Match objects to pictures</li> <li>*Recognise the object represented by a miniature object.</li> <li>*Show an interest in pictures or photographs.</li> <li>*Show a preference for a specific book from a small selection presented.</li> <li>*Turn to the next page in a book with pictures to see what happens.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>* Know that words, signs and symbols convey meaning.</li> <li>*Recognise familiar stories by their front cover.</li> <li>*Recognise familiar symbols and/or words around the classroom.</li> <li>*Know that information can be retrieved from books.</li> <li>*Select symbols to build a caption of phrase</li> <li>*Copy an adult pointing to words as they read.</li> <li>*Can match some familiar words to pictures</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Enjoys drawing freely</li> <li>*Begins to use anti-clockwise movements and can retrace vertical lines</li> <li>*Traces circular movements</li> <li>*Traces horizontal movements</li> <li>*Imitates circular strokes</li> <li>*Imitates horizontal strokes</li> <li>*Imitates vertical strokes.</li> <li>*Draws lines or shapes on a large scale</li> <li>*Shows preference for one hand</li> <li>*Makes large random strokes</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*I distinguish between the marks I make.</li> <li>*Makes marks on their picture to stand for their name.</li> <li>*I identify the initial letter of my name</li> <li>*Makes marks to represent their name</li> <li>*Includes a variety of letters and shapes within lines of scribble</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>* Pupil can remove a cloth to find a hidden object or look towards the floor for an object which has been dropped.</li> <li>*Participates in activities that encourage associations</li> <li>*Respond to simple language of position</li> <li>* Arrange blocks in a chosen position</li> <li>*Select shapes for a space</li> <li>*Recognise when 2 objects are the same shape</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Explore and describe shapes and objects</li> <li>*Sort shapes and objects into simple categories.</li> <li>*Talk about simple positions</li> <li>* Move into simple positions</li> <li>* Move through positions</li> <li>*Follow simple small-world routes</li> <li>*Follow simple routes outside</li> <li>*Follow toys around a simple route</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Engage with simple self-care techniques e.g. brushing teeth, washing hands and getting dressed.</li> <li>*Engage with toileting programme (where appropriate)</li> <li>*Accept help from a familiar adult when hurt.</li> <li>*Work alongside trusted adults in school</li> </ul> <p><b>Some 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 to understand the concept of a stranger.</li> <li>*Ask for help from trusted adults in school.</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>            *Knows how much food is appropriate to put in their mouth            *Handles a range of food stuff independently            *Recognises needing the toilet independently  <i>-communicates this need</i>  <i>-asks for help when needed</i>            *Names and points to some parts of their body            *Places coat on a hook            *Fastens and unfastens zips            *Puts on and takes off a top with minimal support            *Dresses self in sequence            *Keeps seatbelt on while on the bus            *Walks onto the bus appropriately.            *Exits the bus appropriately.</p> <p><b><u>Some Children</u></b>            *Can change their nappy and put the dirty nappy in the bin following a visual sequence            *Can wipe themselves after using the toilet            *Selects clothing type according to weather when asked to put on clothing for warm/cold day            *Follows a two step instruction when getting dressed/undressed</p>	<p><b><u>Most Children</u></b>            *Explores water-based play            *Explores carrying and moving water            *Fills and empties containers.            *Recognise a range of water animals and animal noises            *Begins to show an understanding that animals need food and water</p> <p><b><u>Some Children</u></b>            *Uses tools and equipment with intention while engaging in water-based play            *Selects appropriate clothing that is needed for water play e.g. raincoat, wellies            *Shows care and concern for living things and the environment.            *Name a range of water animals            *Knows where some animals live            *Names parts of an animal e.g tail, whiskers, claws</p>	<p><b><u>Most Children</u></b>            *Explore simple printing.            *Tolerates body parts being used for printing.</p> <p><b><u>Some Children</u></b>            *Explore rubbings from textures surfaces e.g. leaf, coin, tree bark.            *Print pictures with a range of materials e.g. sponges/reels</p>	<p><b><u>Most Children</u></b>            *With support, to begin to respond to 'stop' and 'start'            *Tolerates a range of action, counting and other simple songs.</p> <p><b><u>Some Children</u></b>            *Reacts to changes in tempo            *Keeps a steady beat            *Reacts to changes in tempo            *Joins in with call and response activities using vocal or body sounds.            *Responds to 'stop' and 'start' e.g musical statues/chairs            *Makes a choice between fast/slow movements then moves appropriately.            *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><b><u>Most Children</u></b>            *Identify a pool environment.            *Enter a pool safely with support.            *Exit a pool safely with support.            *Move in the water independently.            *Put feet to the bottom of the pool.            *To walk in the water independently.            *Maintain balance in the water.</p> <p><b><u>Some Children</u></b>            *Independently enters the pool safely.            *Independently exits the pool safely.            *Uses stroking movement with arms.            *Can balance float on back.            *Submerges head in water.            *Kicks with straight legs.</p>	<p><b><u>Most Children</u></b>            *Follows a simple text using symbols e.g. recipe.            *To request ingredients and equipment using single symbol exchange/preferred method of communication.            *Tries some new foods, with encouragement.            *Recognises and names a range of food as well as kitchen equipment            *Preparing for a cooking activity, following instructions to and developing independence            *Uses cookie cutters in play (playdough)            *Begins to press cutters into dough with support (may need hand over hand)</p> <p><b><u>Some Children</u></b>            *Uses cookie cutters independently with minimal safety reminders – both in play            *Picks up cut out shapes and places them onto a tray.            *To tolerate waiting for an item to cook/cool/set etc.</p>