



Spring 1 Medium Term Plan

Class: Ruby Class

Topic: Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
	<p>Most Children</p> <ul style="list-style-type: none">*To take part in daily rhyme time sessions focusing on children tuning into sounds and engaging with props.*To take part in daily phonics sessions engaging with props and actions.*To enjoy rhyming songs and stories. <p>Some Children</p> <ul style="list-style-type: none">*To be able to recognise familiar sounds within the phonics table.*To begin to re-enact stories within role play with adult support.*Begin to copy some sounds.*To begin to find known sounds from a choice using visuals to support.	<p>Most Children</p> <ul style="list-style-type: none">*To recognise familiar people.*Recognises the objects shown in a photograph.*Uses body language, pointing or gesture to gain attention to others.*Handles books independently.*Turn pages in books. <p>Some Children</p> <ul style="list-style-type: none">*To be able to match two of the same objects.*To recognise some letters and symbols.*To recognise objects of reference and anticipate events associated with them e.g. bells for music, whistle for PE.	<p>Most Children</p> <ul style="list-style-type: none">*To begin to explore a range of media.*To recognise mark making materials.*To make marks with a range of media.*To choose to mark-make.*To begin to develop gross motor movements in preparation for prewriting eg reaching. <p>Some Children</p> <ul style="list-style-type: none">*To use writing within play and unstructured times.*To trace circular and horizontal movements.*To begin to demonstrate writing like behaviour using different tools within sessions e.g. fine grip crayons, large handle paint brushes.	<p>Most Children</p> <ul style="list-style-type: none">*To take part in finger rhymes and songs.*To develop an awareness of their own bodies through body massage, TACPAC and the brushing programme.*To explore space when they are free to move, roll and stretch. <p>Some Children</p> <ul style="list-style-type: none">*To count backwards in 1's from 10 to 0.*To count forwards in 1's from a different starting number within 10.	<p>Most Children</p> <ul style="list-style-type: none">*To engage with simple self-care techniques e.g. teeth brushing, hand washing and getting dressed.*To engage with a toileting programme (where appropriate)*To move around school safely. <p>Some Children</p> <ul style="list-style-type: none">*To begin to name body parts.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<u>Most Children</u> *To engage in toothbrush activities in school. *To accept and explore the taste of toothpaste. *To actively engage in own toileting programme with verbal support. *To accept hands being washed with hand over hand support. <u>Some Children</u> *To begin to carry out some aspects of personal hygiene. *To be able to follow a visual sequence to wash themselves with some independence.	<u>Most Children</u> *To explore water-based play. *To explore carrying and moving water. *To tolerate being wet when “caught” in the rain. *To recognise a range of animals. *To recognise some animal noises. *To begin to show an interest in peers. <u>Some Children</u> *To fill and empty containers. *To begin to show an understanding that animals need food and water.	<u>Most Children</u> *To explore simple printing. *To tolerate body parts been used for printing. *To explore simple patterns using a range of colour. *To work alongside adults to press, roll or pinch playdough or plasticine, clay. *Rolls dough into a rough ball. <u>Some Children</u> *To print pictures with a range of materials.	<u>Most Children</u> *To react to a change in tempo. *To tolerate a range of action, counting and other simple songs. *To react to normal everyday sounds. *To keep a steady beat. *To respond to stop and start. <u>Some Children</u> *To show an interest in the way sound makers and instruments sound and experiment with ways of playing them eg loud/quiet, fast/slow.	<u>Most Children</u> *To refine basic movement skills : running, jumping, walking, climbing. *To show the difference between walking and running. *To walk safely in space, showing awareness of others and objects around them. *To participate in PE sessions both indoor and outdoor. <u>Some Children</u> *To balance on: standing and walking on large equipment. *To walk between and on benches.	<u>Most Children</u> *To be able to use a knife to spread. *To be able to use a grater with support. *To be able to recognise a good amount of spread to use. <u>Some Children</u> *To know that toast is made in the toaster. *To be able to press down the leaver on a toaster. *To be able to wait for toast to cook.