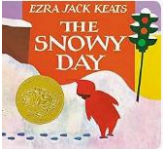











Spring 1 Medium Term Plan

Class: Mint

Topic: Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PHSE/British Values Self-
<p>The snowy day – Ezra Jack Keat's</p>  <p>The Mitten – Jan Brett</p>  <p>Lost and found – Oliver Jeffers</p>  <p>The snow thief - Alice Hemming</p> 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Link sounds to letters and can sound out most single letters. *Know that words start with the same phoneme but may not be able to name it. *Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n *Recognise single graphemes and knows the sound they make. <p>Some Children will:</p> <ul style="list-style-type: none"> *Recognise some letters and symbols. *Respond to early interaction rhymes. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Respond to very simple questions e.g. Where is your tummy? Where is your teddy? *Point to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' *Understand who, what, where if used in simple questions asked within the here and now. *Copy simple rhythms using claps, instruments or body <p>Some Children</p> <ul style="list-style-type: none"> *Understand familiar words in context e.g. milk, mammy, bath. *Select familiar objects by name, finding the correct object from a small group of objects. *React to music with a strong and steady beat. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Make controlled marks which have repetitive elements *Distinguish between the marks they make. *Sometimes give meaning to the marks they draw/paint etc. *Make a simple drawing to illustrate an idea *Imitate circular strokes *Imitate horizontal strokes *Imitate vertical strokes. *Colour in a picture and keep within the lines most of the time <p>Some Children will:</p> <ul style="list-style-type: none"> *Begin to explore a range of media *Recognise mark-making materials *Make marks on paper and on other surfaces 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Hear some number names *Join in saying some number names *Practise saying number names in order *Join in stable order counting forwards or backwards *Label amounts as 1,2 and 3 *Take out 2 or 3 from a group *Choose a group to count *Count out up to 3 objects from rhymes <p>Some Children will:</p> <ul style="list-style-type: none"> *Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. *With support, request 'more' 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Develop some independence with self-care techniques e.g. getting dressed for cold/wet weather *Ask for help when needed. *Begin to understand the concept of a stranger. *Engage in activities linked to cultural festivals and celebrations *Identify family members. <p>Some Children will:</p> <ul style="list-style-type: none"> *Explore stimuli linked to cultural festivals and celebrations *Recognise family members and special people when shown visual stimuli *Explore stimuli which shows visible differences between people *Engage with simple self-care techniques e.g. getting dressed. *Engage with toileting programmes *Accept help from familiar adults when hurt. *Work alongside trusted adults in school.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>P.E.</u>	<u>Food Tech</u>
<p><u>Most Children will:</u> *Walk in a line around school *Walk with their group without running or walking ahead *Respond to instructions of stop/go.</p> <p><u>Some Children will:</u> *Walk independently outside of school</p>	<p><u>Most Children will:</u> *Choose suitable clothing to wear to match weather *Name different types of weather. *Say what the weather is like. *Use tools and equipment with intention while engaging in water-based play e.g., funnels to fill a container *Select appropriate clothing needed for water play e.g. raincoat, wellies *Recognise a range of animals *Recognise some animal noises *Begin to show an understanding that animals need food and water</p> <p><u>Some Children will:</u> *Accept wearing suitable clothing to match weather e.g., wellies/coat/hat etc *Explore water-based play *Explore carrying and moving water *Tolerate being wet when 'caught' in the rain *Fill and empty containers.</p>	<p><u>Most children will:</u> *Explore rubbings from textures surfaces e.g. leaf, coin, tree bark. *Print pictures with a range of materials e.g. sponges/ reels</p>  <p><u>Some Children will:</u> *Explore simple printing. *Tolerate body parts being used for printing.</p> 	<p><u>Most children will:</u> *React to changes in tempo *Keep a steady beat *Respond to 'stop' and 'start' e.g., musical chairs *Show an interest in the way sound makers and instruments sound and experiment with ways of playing them, e.g., loud/ quiet</p> <p><u>Some Children will:</u> *With support, begin to respond to 'stop' and 'start' *Tolerate a range of action, counting and other simple songs.</p> <p><u>Songs - link to rhyme time</u> Wind the Bobbin Up</p>	<p><u>Most Children will:</u> *Do standing balances. *Do kneeling balances. *Avoid bumping others when moving around at a walking pace. *Be able to stand still in a space. *Be able to move and stop maintaining balance. *Make their body tense, relaxed, curled and stretched, showing some tension. *Develop core strength. *Perform a tuck roll. *Perform a pencil roll. *Begin to touch knees and toes from standing or sitting position without bending legs. *Perform basic jumps.</p> <p><u>Some Children will:</u> *Roll over from front to back then back to front. *Know what roll means. *Experiment with different ways of rolling their bodies. *Role from sitting to back then back to sitting position. *Touch different parts of their body.</p>	<p><u>Most Children will:</u> *Use cookie cutters independently with minimal safety reminders – both in play (e.g. playdough/ snow) and using real food. *Pick up cut out shapes and place them onto a tray.</p>  <p><u>Some Children will:</u> *Use cookie cutters in play (playdough/ snow)</p>  <p>*Begin to press cutters into dough with support (may need hand over hand)</p>