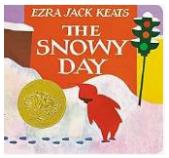




Spring 1 Medium Term Plan

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PHSE/British Values Self-
The snowy day – Ezra Jack Keat's 	Most Children will: *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. Some Children will: *Recognise some letters and symbols. *Respond to early interaction rhymes.	Most Children will: *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 Some Children *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.	Most Children will: *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 Some Children will: *Begin to explore a range of media *Recognise mark-making materials *Make marks on paper and on other surfaces	Most Children will: *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 Some Children will: *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'	Most Children will: *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. Some Children will: *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.
The Mitten – Jan Brett 					
Lost and found – Oliver Jeffers 					
The snow thief - Alice Hemming 					



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>P.E.</u>	<u>Food Tech</u>
<p>Most Children will:</p> <ul style="list-style-type: none">*Walk in a line around school*Walk with their group without running or walking ahead*Respond to instructions of stop/go. <p>Some Children will:</p> <ul style="list-style-type: none">*Walk independently outside of school	<p>Most Children will:</p> <ul style="list-style-type: none">*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>Some Children will:</p> <ul style="list-style-type: none">*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>Most children will:</p> <ul style="list-style-type: none">*Explore rubbings from textures surfaces e.g. leaf, coin, tree bark.*Print pictures with a range of materials e.g. sponges/reels  <p>Some Children will:</p> <ul style="list-style-type: none">*Explore simple printing.*Tolerate body parts being used for printing. 	<p>Most children will:</p> <ul style="list-style-type: none">*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>Some Children will:</p> <ul style="list-style-type: none">*With support, begin to respond to 'stop' and 'start'*Tolerate a range of action, counting and other simple songs. <p>Songs - link to rhyme time</p> <p>Wind the Bobbin Up</p>	<p>Most Children will:</p> <ul style="list-style-type: none">*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>Some Children will:</p> <ul style="list-style-type: none">*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>Most Children will:</p> <ul style="list-style-type: none">*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>Some Children will:</p> <ul style="list-style-type: none">*Use cookie cutters in play (playdough/ snow)  <ul style="list-style-type: none">*Begin to press cutters into dough with support (may need hand over hand)