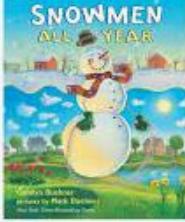
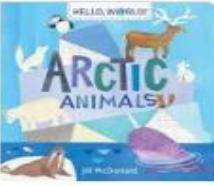
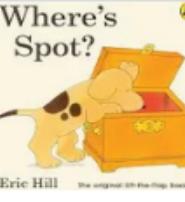




Spring 1 Medium Term Plan

Class: Pink

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, engaging with props and copying actions *To take part in daily phonics sessions, engaging with props and actions *To enjoy rhyming songs and stories *To respond to environmental sounds <p>Some Children</p> <ul style="list-style-type: none"> *To be able to recognise familiar sounds within the phonics provision *To begin to copy some sounds in phonics sessions *To identify and match sounds taught 	<p>Most Children</p> <ul style="list-style-type: none"> *Handles books independently. *Shows an interest in illustrations and print in the environment. *Recognises familiar symbols and/or words around the classroom. *Explores colour, pattern and movement. *Experiments with voice sounds e.g. pitch, volume etc <p>Some Children</p> <ul style="list-style-type: none"> *Chooses books to look at independently. *Has favourite stories which they like to listen to and look at again and again. *Communicates wants/needs using words, symbols or signs. *Recognises objects of reference and anticipate events associated with them e.g. bells for music or whistle for PE 	<p>Most Children</p> <ul style="list-style-type: none"> *Beginning to explore a range of media *Will tolerate tools in their hand to mark-make *Makes marks with a range of media *Makes large random strokes *Shows preference for one hand *Scribbles spontaneously when given paper and mark-making materials. <p>Some Children</p> <ul style="list-style-type: none"> *Chooses to mark-make *Makes circular shapes with a drawing tool *Creates horizontal scribble with a writing tool. *Creates a vertical scribble with a writing tool 	<p>Most Children</p> <ul style="list-style-type: none"> *Explores space when they are free to move, roll and stretch *developing awareness of their own bodies e.g. through massage and singing songs *Participates in hiding and finding games and is aware when items are placed out of sight. *Shows interest during a block building activity. *Takes part in finger rhymes/songs with numbers. *Begins to anticipate the ending or key elements of rhymes, songs and number games. <p>Some Children</p> <ul style="list-style-type: none"> *Sort shapes and objects into simple categories *Select shapes for a space *Recognise when 2 objects are the same shape *Explore and describe shapes and objects *Count forwards in 1s, from a different starting number, within 10 	<p>Most Children</p> <ul style="list-style-type: none"> *Engage with simple self-care techniques e.g. brushing teeth, washing hands and getting dressed. *Engage with toileting programme (where appropriate) *Select from a choice of programmes using devices. *Explore stimuli linked to cultural festivals and celebrations *Work alongside trusted adults in school *Move around school safely. <p>Some Children</p> <ul style="list-style-type: none"> *Begin to understand the concept of kind hands, feet and teeth. *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> *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. *Reacts when their hands/feet are touched with different textures *Actively engages in own toileting programme: -accepts help from adults. <u>Some Children</u> *Participates more actively in the dressing process *Identifies own belongings e.g. coat/shoes etc. *Begins to follow a programme of toileting with verbal support	<u>Most Children</u> *Explores water-based play *Fills and empties containers. *Recognise a range of animals *Recognise some animal noises *Explore a range of items using senses *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc *Explores new food – touch, smell etc. <u>Some Children</u> *Name a range of animals *Knows where some animals live *Names different types of weather. *Can say what the weather is like. *To know what food is -recognising if we can eat something or not	<u>Most Children</u> *Explores and shows an interest a range of textures and media. *To run hands through a range of media (rice, water, sand etc) *Uses a range of materials to mark make. *Explore simple printing. *Tolerates body parts being used for printing. *Tolerates hands being washed. <u>Some Children</u> *Tears and crumples paper *Shows some awareness of cause and effect in a creative process. *Takes photos and videos.	<u>Most Children</u> *Explores different musical instruments *Shows attention to sounds and music *Tolerates a range of action, counting and other simple songs. *React to sudden and loud sounds. *React to normal, everyday sounds. *Makes sounds with body parts. <u>Some Children</u> *With support, to begin to respond to 'stop' and 'start' *Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. *Has favourite song(s) *Makes links between music experienced in different activities or at specific times of the day e.g. the tidy up song.	<u>Most Children</u> *Experiment with different ways of rolling their bodies. *Touch different parts of their body. *Be able to stand still in a space. Standing and walking on large equipment Walk between and on benches Walk up stairs <u>Some Children</u> *Know what roll means. *Perform basic jumps. *Follows a simple instruction when accompanied by gesture and context *Puts shoes on independently	<u>Most Children</u> *Uses a blunt knife to spread, with support (using dominant hand if appropriate) *Uses a blunt knife to chop *With support, holds the grater with care, using non-grating hand (may require some hand over hand) *Explores food from a range of countries and cultures using sensory activities, exploring colour, smell etc. <u>Some Children</u> *Knows how to hold a blunt knife safely. *Spins the handle on a can/tin opener with support and with continual safety reminders.