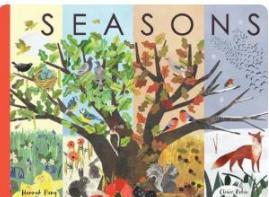




Spring 1 Medium Term Plan

Class: Emerald

Topic: Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p>I Definitely Don't Like Winter! – Fiona Barker and Christine Pym</p> 	<p>Most Children</p> <ul style="list-style-type: none"> *To take part in daily phonics session. *To take part in tuning into sounds sessions. * To link sounds to letters and can sound out some Phase 2 sounds (phonemes and digraphs). *To sort by initial phoneme. Identifies the odd one out when hearing words that all but one begins with the same sound. <p>Some Children</p> <ul style="list-style-type: none"> *To orally blend syllables. *To orally blend CVC words. *To segment the sounds in simple words and blend them together, knowing which letters represent some of them. * To link sounds to letters and can sound out some Phase 3 sounds (phonemes and digraphs). 	<p>Most Children</p> <ul style="list-style-type: none"> * Knows that words, signs and symbols convey meaning. *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. *Recognise common written words and high frequency vocabulary. *To find pleasure in reading and is motivated to read independently. *To engage fully when stories are being read. *Show an interest in pictures or photographs. <p>Some Children</p> <ul style="list-style-type: none"> *Recognise familiar symbols and/or words around the classroom. *Know that information can be retrieved from books. * To sequence up to three pictures to show order of events. *To talk about events in a story. *To draw a picture to illustrate a story. *To answer questions (who, what, where) about a story * To predict how a story might end. *To predict what a story might be about after reading the title. *To predict what might happen based on what has been read so far. 	<p>Most Children</p> <ul style="list-style-type: none"> *To take part in Squiggle into Writer sessions. *I attempt to write short sentences in meaningful contexts although may not be accurate. (For example 'A dog on the mat.' May be 'a d o m' *I separate pictures and writing *Copies from left to right *Draws lines or shapes on a small scale *'Reads' their writing aloud *Answers some simple questions about their writing with prompts. *Sequences up to 3 pictures of daily events *Leaves a space between groups of letters or symbols *Orders symbols from left to right *Forms some letters correctly. *Labels a simple diagram *I can identify or write 10+ graphemes on hearing <p>Some Children</p> <ul style="list-style-type: none"> *To beginning to separate between pictures and writing. *To colour in a picture and keeps within the lines most of the time *To use writing in purposeful play *To begin to break the flow of speech into words. *Write recognisable letters. *To spell CVC words by identifying sounds in them and representing the sounds with a letter or letters 	<p>Most Children</p> <ul style="list-style-type: none"> *To follow Mastering Number Programme. (Reception) Notice when two collections are the same *To make collections of small objects the same *To make collections of large objects the same *To recognise two collections are the same using large and small objects *To make collections the same using large and small objects Sort and talk about their own collections <p>Some Children</p> <ul style="list-style-type: none"> * To compare groups by matching Fewer, more, same Less than, greater than, equal to *To compare numbers * To estimate on a number line to 20 * To compare numbers to 20 	<p>Most Children</p> <ul style="list-style-type: none"> *Develop some independence with self-care techniques e.g. brushing teeth, washing hands and getting dressed. *Ask for help when needed. *Move around school safely. *Begin to understand the concept of a stranger. <p>Some Children</p> <ul style="list-style-type: none"> *Follow school rules with the use of technology. *Understand that some things are allowed and some things are not allowed when using devices. *Understand that going to the toilet (where appropriate) is done in private. *Begin to understand public and private parts of our body. *Begin to name body parts.
<p>The Lights that Dance in the Night – Yuval Zommer</p> 					
<p>Seasons – Hannah Pang</p> 					



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><u>Most Children</u></p> <ul style="list-style-type: none">*To flag a bus to stop*To purchase a ticket on the bus*To understand that money can pay for their ticket.*To board a bus safely*To go upstairs on a double decker bus.*To exit a bus safely <p><u>Some Children</u></p> <ul style="list-style-type: none">* To tell the driver where they are going*To purchase a ticket on the bus and waits for change if needed.*To hold a ticket in one hand while negotiates way to a seat.*To put a ticket and purse/wallet in a safe place when seated.	<p><u>Most Children</u></p> <ul style="list-style-type: none">*To know that some animals are kept as pets*To name parts of an animal e.g tail, whiskers, claws*To name and recognise some external parts of the body.*To understand the simple life cycle of a human e.g. baby, child, adult*To match adult animals to baby animals.*To begin to know where some animals live*Uses tools and equipment with intention while engaging in water-based play e.g. funnels to fill a container*Selects appropriate clothing that is needed for water play e.g. raincoat, wellies <p><u>Some Children</u></p> <ul style="list-style-type: none">*To develop an understanding of growth, decay and changes over time.*To understand the importance of caring for all living things.*To understand the life cycle of a selection of animals.*To name adult and baby animals*To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<p><u>Most Children</u></p> <ul style="list-style-type: none">*To explore rubbings from textures surfaces e.g. leaf, coin, tree bark.* To explore simple printing.*To tolerate body parts being used for printing.*To print pictures with a range of materials e.g. sponges/reels <p><u>Some Children will:</u></p> <ul style="list-style-type: none">*To develop an understanding of tie dye.	<p><u>Most Children will:</u></p> <ul style="list-style-type: none">*To keep a steady beat*To react to changes in tempo*To make a choice between fast/slow movements then moves appropriately.*To show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow.*To join in with call and response activities using vocal or body sounds.*To respond to 'stop' and 'start' e.g musical statues/chairs. <p><u>Some Children will:</u></p> <ul style="list-style-type: none">* To explore a range of emotions through changes in tempo*To create musical and physical changes in tempo*To relate movement to tempo (uses materials/body parts to show tempo)*To create a simple rhyme with different tempos.*Count along to a beat.	<p><u>Most Children</u></p> <ul style="list-style-type: none">*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><u>Some Children</u></p> <ul style="list-style-type: none">*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><u>Most Children</u></p> <ul style="list-style-type: none">*To know how to wash a (blunt) knife safely.*To know how to stay safe around knives:<ul style="list-style-type: none">- washing-carrying-picking it up*To use a peeler with more independence, holding it correctly with limited safety reminders needed.*To use a grater with more independence, holding it correctly with limited safety reminders needed*To begin to peel more complex vegetables such as potatoes*To use a range of cutters independently.*To use a can/tin opener with minimal support, understanding how to use it safely. <p><u>Some Children will:</u></p> <ul style="list-style-type: none">*To effectively clean surfaces.*To use dishcloths, sponges etc correctly when washing dishes.