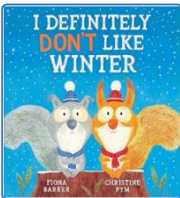

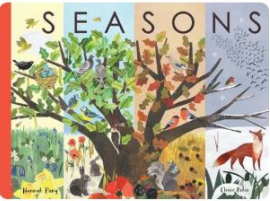




Spring 1 Medium Term Plan

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>The Lights that Dance in the Night – Yuval Zommer</p>  <p>Seasons – Hannah Pang</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 so 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.



<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> *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> <p><u>Some Children</u> * 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>	<p><u>Most Children</u> *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 life *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> <p><u>Some Children</u> *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>	<p><u>Most Children</u> *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> <p><u>Some Children will:</u> *To develop an understanding of tie dye.</p>	<p><u>Most Children will:</u> *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. <u>Some Children will:</u> * 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>	<p><u>Most Children</u> *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. <u>Some Children</u> *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>	<p><u>Most Children</u> *To know how to wash a (blunt) knife safely. *To know how to stay safe around knives: - 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> <p><u>Some Children will:</u> *To effectively clean surfaces. *To use dishcloths, sponges etc correctly when washing dishes.</p>