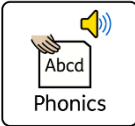


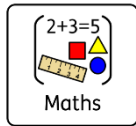










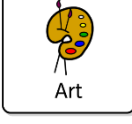

Spring 1 Medium Term Plan

Class: Pink

Topic: What's in the box?

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p><b>Foundation to Phonics</b>            *Daily rhyme time            *To begin to recognise Rhyming words            *To engage with familiar songs, rhymes and stories – predicting missing words/phrases where appropriate</p> <p><b>All</b>            *Learn one sound per week            *To continue to recognise previously taught sounds – s/a/t/p/i/n/m/d/g/o</p> <p><b>Some:</b>            To begin to orally blend</p>	<p>*To engage in shared reading activities.            *To begin to understand single words            *To be exposed to a wide range of vocabulary            *To develop listening and comprehension skills.            * To request favourite book to read            *To understand who, what, where            *To develop understanding of simple concepts            *To understand the use of objects</p>	<p>*Squiggle While You Wiggle            *Matman            *Write Dance            -Make a range of specific shapes and lines in different sensory resources – aim to apply this to paper over the term.            -Focus on writing s/a/t letters using correct formation            -To explore fine motor movement and mark making            -To take a lid of a pen            -Look for developmental shapes that kids draw            -Squiggle movements</p>	<p><b>Positional language</b>  <b>In, out, under, besides, on</b>            *Jumping in and out of hoops            *Yoga - to increase positional language with vocabulary such as left, right, up, downward, upward etc</p> <p>*Toys in and out of boxes</p> <p>*Climbing in and out of tunnels</p> <p>*Ball in and out of hoops</p>	<p><b>Sensology</b>            *Use all senses to explore a range of items            *Explore new textures</p> <p><b>Tacpac</b>            Begin to show some body awareness            *Begin to recognise common body parts</p> <p><b>Forces (push and pull) and Sorting Materials</b>            *Explore different materials, and begin to distinguish between hard, soft, smooth and rough            *Begin to understand force, push and pull</p>	<p>*To explore and develop an understanding of happy, sad, angry and excited            -zones of regulation, colour representations, facial expressions            *To explore making facial expressions to represent the feelings of happy, excited, sad and angry            *To recognise kind and unkind behaviours.            *To begin to communicate feelings in an appropriate manner.</p>



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p>*To prepare ourselves for cooking activities -washing hands, cleaning surfaces etc. *To follow instructions during cooking activities *Mixing and rolling *Use a spreading knife to spread and cut toast *To begin to understand when items of food are hot</p>	<p>*To prepare ourselves for cooking activities/eating times e.g. washing hands, using soap, drying hands on paper towels etc. *To know and recognise body parts *To identify items of clothing *To put on and take off items of clothing *To walk independently around school *To develop an awareness of dental hygiene and teeth brushing. *To access the community *To begin to develop some safe choices</p>	<p>*To develop shoulder strength and aim -Throwing and catching a ball *To crawl through hoops/tunnels *To access equipment safely *To move/pull heavy objects *To jump over an obstacle *To walk/balance along a straight line</p>	<p>* To crawl through hoops/tunnels *To access equipment safely *To move/pull heavy objects *To climb using alternative feet *Control a ball and move it round the body. *Catch a ball</p>	<p>*Manipulating Materials- playdough/ salt dough/ air dough/ clay/ plasticine/ fimo/ polymer /Shrinkies *Tolerate numerous textures</p>	<p><u>Imitation</u> *Vocalises or makes their sound on cue *Vocalises or makes their sound with an awareness of style *Vocalises or makes their sound with clarity *Makes their sound on cue *Stops their sound on cue *Shows a preference to a sound</p>