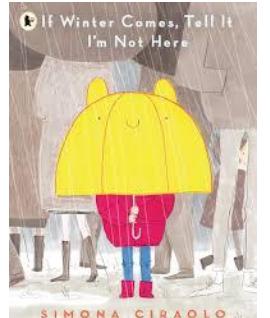
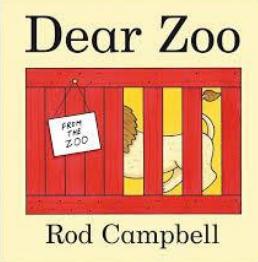
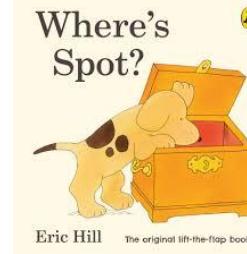
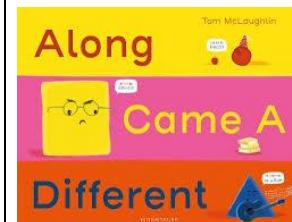




Spring 1 Medium Term Plan

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	<p>Most Children</p> <ul style="list-style-type: none"> *Enjoys rhyming stories, songs and rhymes. *Recognises some letters and symbols. *Clap one, two or three syllable words. <p>Some Children</p> <ul style="list-style-type: none"> *Links sounds to letters and can sound out most single letters. *Orally blends compound words e.g. foot-ball/rain-bow. *Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n 	<p>Most Children</p> <ul style="list-style-type: none"> *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Shows an interest in illustrations and print in the environment. *Responds to very simple questions e.g. Where is your tummy? Where is your teddy? e.g. happy/sad or big/small <p>Some Children</p> <ul style="list-style-type: none"> *Indicates to an adult that they want them to read a specific book. *Copies an adult pointing to words as they read. *Beginning to re-enact simple stories or real-life situations through role play <p>Sensory Story Focus</p> 	<p>Most Children</p> <ul style="list-style-type: none"> *Will tolerate tools in their hand to mark-make *I distinguish between the marks I make. *I sometimes give meaning to the marks I draw/paint etc. <p>Some Children</p> <ul style="list-style-type: none"> *Makes marks to represent their name *Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words *Writes a simple sentence sometimes using punctuation 	<p>Most Children</p> <ul style="list-style-type: none"> *Takes part in finger rhymes/songs with numbers *Explores space when they are free to move, roll and stretch *Uses blocks to create their own simple structures and arrangements <p>Some Children</p> <ul style="list-style-type: none"> *Describe how they are moving or moving toys around a simple route *Beginning to use some positional language in play and real life situations *Describe turns <p>Book</p> 	<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) *Begin to understand the concept of kind hands, feet and teeth. <p>Some Children</p> <ul style="list-style-type: none"> *Begin to name body parts. *Begin to understand the concept of a stranger. *Ask for help when needed. <p>Book</p> 



<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. <u>Some Children</u> *Shows awareness of sharp objects in the classroom e.g. scissors *Begins to understand the concept of a stranger. *Identifies own belongings e.g. coat/shoes etc.	<u>Most Children</u> *Recognise a range of animals *Tolerates being wet when 'caught' in the rain *Explores water-based play <u>Some Children</u> *Recognise some animal noises *Name a range of animals *Uses tools and equipment with intention while engaging in water-based play e.g. funnels to fill a container	<u>Most Children</u> *Explore simple printing. *Tolerates body parts being used for printing. *Print pictures with a range of materials e.g. sponges/reels <u>Some Children</u> *Explore rubbings from textures surfaces e.g. leaf, coin, tree bark. *Develop an understanding of tie dye.	<u>Most Children</u> *With support, to begin to respond to 'stop' and 'start' *Tolerates a range of action, counting and other simple songs. *Keeps a steady beat <u>Some Children</u> *Reacts to changes in tempo *Joins in with call and response activities using vocal or body sounds. *Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow.	<u>Most Children</u> *Standing and kneeling balances *Balances on apparatus. *Avoid bumping to others when moving around at a walking pace. *Touch different parts of their body. <u>Some Children</u> *Roll over from front to back then back to front. *Make body tense, relaxed, curled and stretched, showing some tension. *Travel in different ways including sideways and backwards.	<u>Most Children</u> *Recognise and name a knife. *With support, holds the peeler at the correct angle to peel, and the vegetable with non-peeling hand (may need some hand over hand) *Spins the handle on a can/tin opener with support and with continual safety reminders. <u>Some Children</u> *Uses a blunt knife to chop soft fruit -holding fruit with non-chopping hand *Uses a blunt knife to spread, with support (using dominant hand if appropriate)