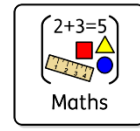
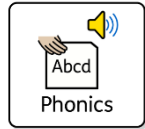




Spring 1 Medium Term Plan

Class: Sage

Topic: Paws, Claws and Whiskers



**All**

- \*Clap syllables in animal names
- \*To recognise own name
- \*To request a favourite book to be read
- \*To engage with familiar songs, rhymes and stories – predicting missing words/phrases where appropriate

**Some children:**

- \*Learn 2 sounds per week
- \*To recognise some initial sounds
- \*To begin to orally blend
- \*To make CVC words using flash cards and magnetic letters, with support.
- \*To recognise initial sounds (with sounds taught)

**Most children:**

- \*To make a range of vocalisations
- \*To recognise s/a/t
- \*To find or identify a picture/object on a page
- \*To understand the name of objects (ensure children know what the meaning of words are before they are expected to find it in a picture)

**Some children:**

- \*Make a range of specific shapes and lines in different sensory resources – aim to apply this to paper over the term.
- \*To write some letters using the correct formation
- \*To practise name writing

**Most children:**

- \*To make marks using a range of media.
- \*To draw a range of shapes and lines.
- \*To engage with pre-writing programmes such as Squiggle/Write Dance.

**2D Shape**

- \*To recognise and name 2D shapes (circle, rectangle, square, triangle)
- \*To recognise shapes when they are different sizes
- \*To recognise 2D shapes in the environment

**Number**

**Some children:**

- \*To recognise read and write numbers to 10 and then to 20
- \*To sequence numbers to 10 then to 20.
- \*To count up to 10 then 15 using 1:1 correspondence.

**Most children:**

- \*To recognise read and write numbers to 5.
- \*To sequence numbers within 10.
- \*To understand what numbers mean e.g. counting out the correct number of objects to match a numeral.





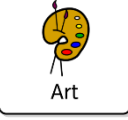
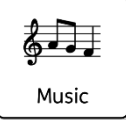
\*To name a range of animals

- \*To recognise baby animals and adult animals
- \*Begin to understand the need to care for living things
- \*To know what some animals eat
- \*To know where some animals live e.g. sea, ice, jungle, farm etc

\*To name body parts

- \*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.
- \*To use please and thank you



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p><b><u>*To prepare ourselves for cooking activities</u></b> -washing hands, tying hair up, cleaning surfaces etc. <b><u>*To follow instructions during cooking activities</u></b> <b><u>*To mix and pour</u></b> - e.g boxes of cake mix, for children to practise this skill <b><u>*Use a spreading knife to spread and cut toast</u></b> -children will extend how independent they become with this over time</p>	<p><b><u>*To prepare ourselves for cooking activities/eating times</u></b> -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 understanding that money is a means of exchange *To walk independently around school  *To develop an awareness of dental hygiene and teeth brushing.</p>	<p>*To throw and catch a ball *To build using a range of resources *To fasten buttons *To develop fine motor control</p>	<p>*To skip, hop and stand on one leg. *To climb using alternative feet</p>	<p>*To continuing a pattern using a variety of objects and materials *Mixing colours – paint to investigate which colour it will be.</p>	<p>*Charanga Unit 2 – Exploring Instruments *making a choice between two instruments *Exploring instruments with our hands or beaters as appropriate.</p>