




Spring 1 Medium Term Plan

Class: The Nest

Topic: Winter Wonderland

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
	<p>Most Children</p> <ul style="list-style-type: none"> *To take part in daily rhyme time sessions, engaging with props and copying actions *To take part in daily phonics sessions, engaging with props and actions *To enjoy rhyming songs and listening to stories *To respond to environmental sounds *To accept a book being placed into hands. *To move head and eyes when attention is attracted by sound. <p>Some Children</p> <ul style="list-style-type: none"> *To begin to recognise s/a/t *To begin to copy some sounds in phonics sessions *To identify and match some sounds 	<p>Most Children</p> <ul style="list-style-type: none"> *To handle books independently. *To turn pages in books. *To attempt to copy finger movements and other gestures linked to rhyme, songs and stories. *To begin to join in with actions linked to a familiar rhyme, songs and stories. *To fixate on objects during a sensory story *To understand some familiar words in context e.g. milk, mammy, bath. <p>Some Children</p> <ul style="list-style-type: none"> *To point to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' *To understand who, what, where if used in simple questions asked within the here and now. 	<p>Most Children</p> <ul style="list-style-type: none"> *To hold a pencil with sufficient grip and pressure to make marks on paper *To begin to explore a range of media *To recognise some mark-making materials *To tolerate tools in their hand to mark-make *To make marks on paper and on other surfaces *To make marks with a range of media *To scribble spontaneously when given paper and mark-making materials. *To choose to mark-make *To engage with building Mat Man <p>Some Children</p> <ul style="list-style-type: none"> *To distinguish between the marks made. *To sometimes give meaning to the marks drawn/painted etc. *To begin to use anti-clockwise movements and can retrace vertical lines 	<p>Most Children</p> <ul style="list-style-type: none"> * To explore space when free to move, roll and stretch *To develop awareness of their own bodies e.g. through baby massage and singing songs *To explore space around them and engages with position and direction, such as pointing to where they would like to go *To show interest during a block building activity. *To combine objects like stacking blocks and cups to build a tower. *To use blocks to create their own simple structures and arrangements <p>Some Children</p> <ul style="list-style-type: none"> *To sort shapes and objects into simple categories *To explore and describe shapes and objects 	<p>Most Children</p> <ul style="list-style-type: none"> *To engage with simple self-care techniques e.g., brushing teeth, washing hands and getting dressed. *To engage with toileting programme (where appropriate) *To accept help from a familiar adult when hurt. *To work alongside trusted adults in school <p>Some Children</p> <ul style="list-style-type: none"> *To respond positively to things that belong to them *To begin to understand the concept of kind hands, feet and teeth. *To move around school safely. *To explore stimuli which shows visible differences between people



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p>Most Children *To keep seatbelt on while on the bus *To stay seated on the bus *To build tolerance for being on the bus for longer periods of time *To walk onto the bus appropriately. *To exit the bus appropriately. *To begin to understand that some objects can cause harm.</p> <p>Some Children *To show awareness of sharp objects in the classroom e.g. scissors *To show an awareness of how to use equipment safely when in the cookery room. *To begin to understand the concept of a stranger. *To ask for help from trusted adults in school.</p>	<p>Most Children *To explore water-based play *To explore carrying and moving water *To tolerate being wet when 'caught' in the rain *To fill and empty containers. *To fill and empty containers. *To recognise a range of animals *To recognise some animal noises *To begin to show an understanding that animals need food and water</p> <p>Some Children *To use tools and equipment with intention while engaging in water-based play *To select appropriate clothing that is needed for water play e.g. raincoat, wellies *To name a range of animals</p>	<p>Most Children *To explore simple printing with a range of objects *To tolerates body parts being used for printing – such as hand and foot prints in paint.</p> <p>Some Children *To explore rubbings from textures surfaces e.g. leaf, coin, tree bark. *To print pictures with a range of materials e.g. sponges/reels</p>	<p>Most Children *To begin to respond to 'stop' and 'start' when supported by an adult *To tolerate a range of action, counting and other simple songs.</p> <p>Some Children *To make a choice between fast/slow movements then moves appropriately. *To show an interest in the way sound makers and instruments sound and experiment with ways of playing them, e.g. loud/quiet, fast/slow.</p>	<p>Most Children *To show the difference between walking and running. *To transition from running to walking with ease and fluency. *To run with arms and legs co-ordinated. *To run from a start point to an end point. *To lift one leg from the floor and then the other. *To experiment and explore the action of jumping in play. *To jump up and down on the spot.</p> <p>Some Children *To perform different types of jumps: -two feet to two feet -two feet to one foot -one foot to the same foot -one foot to the opposite foot -star jumps -tuck jump</p>	<p>Most Children *To prepare for a cooking activity *To use cookie cutters in play (playdough) *To begin to press cutters into dough with support (may need hand over hand) *Recognise and name a knife. *Knows how to hold a blunt knife safely. *Uses a blunt knife to spread, with support (using dominant hand if appropriate)</p> <p>Some Children *To hold toast with non-spreading hand -cutting toast into pieces *To uses a blunt knife to chop soft fruit -holding fruit with non-chopping hand</p>



Columbia Grange
School