

Medium Term Plan

Spring 1 2017

Supertato

Area		higher		middle		lower		
<b>Reading</b> <i>Phonics</i> <i>Comprehension</i>  <b>Communication &amp; Language</b>	Where are they?	Can recognise all phase 2 sounds. Able to segment the sounds in simple words. Can blend CVC sounds together. Able to know which letters represent the sounds in CVC words. Can recognise phase 2 high frequency words. Know that print carries meaning, and in English, is read from left to right and top to bottom. Are taking home readers (at appropriate level).	40-60E 40-60D	Can recognise all phase 2 sounds. Able to segment the sounds in simple words. Can blend CVC sounds together. Able to know which letters represent the sounds in CVC words. Can recognise phase 2 high frequency words. Know that print carries meaning, and in English, is read from left to right and top to bottom. Are taking home readers (at appropriate level).	Able to recognise most phase 2 sounds. Beginning to hear the sound at the beginning of words. Beginning to segment and say the sounds in simple CVC words. Beginning to recognise some phase 2 high frequency words. Showing an interest in the print in books and begin to know that it is read from left to right and from top to bottom. Beginning to take home readers (at no word level)	30/50s 40-60E	Are able to find their name in print. Can orally recognise the letter sound at the beginning of their name. Developing listening skills when listening to a short story. Beginning to talk about the story. Naming the characters in a story. Are beginning to recognise some phase 2 sounds and join in with the actions. Are becoming consistent in their understanding of syllables. Joining in with nursery rhymes and fill in the missing words. Beginning to hear initial sounds	22-36S 30-50E
	Where do the need to be?	To recognise that stories have a beginning, middle and an end. To identify a full stop in print. To continue to take home readers (at appropriate level). To learn phase 3 diagraph sounds. To learn phase 3 words. To identify and name a full stop, capital letter, finger spaces. To continue to read a sentence. To retell a story in their own words. To read phase 2 caption's. To consolidate reading cvc words. To retell a story.	40-60D/S	To recognise that stories have a beginning, middle and an end. To identify a full stop in print. To continue to take home readers (at appropriate level). To learn phase 3 diagraph sounds. To learn phase 3 words. To identify and name a full stop, capital letter, finger spaces. To retell a story in their own words. To read phase 2 caption's. To consolidate reading cvc words. To retell a story.	To segment the sounds in simple words. To blend CVC sounds together. To know which letters represent the sounds in CVC words. To learn phase 3 diagraph sounds. To learn Phase 3 words To recognise all phase 2 high frequency words. To know that print carries meaning, and in English, is read from left to right and top to bottom. To recognise that stories have a beginning, middle and an end. To identify a full stop in print. To continue to take home readers (at appropriate level). To retell a story. To begin to read a caption. To retell a story.	30/50S 40-60E/D	To continue to develop listening skills when listening to a short story. To continue to retell a story in simple terms. To continue to name the characters in a story. To hear the initial sound in a word. To begin to blend and segment the sounds in a CVC word (blend and segment) To begin to learn phase 3 diagraph sounds. To begin to learn phase 3 words	30-50E/D

<b>Writing</b> <i>Phonics</i> <i>Composition</i> <i>Handwriting</i>	Where are they?	Able to write cvc words independently. Are beginning to write a caption with support. Beginning to consolidate the formation of letters. Improving pencil hold.	40-60D	Beginning to write cvc words independently. Beginning to consolidate the formation of letters. Improving pencil hold.	Are able to write their Christian name independently. Beginning to form letters correctly. Are able to write initial letter sounds in words. Beginning to hold a pencil correctly.	30/50D/S - 40/60E	Improving fine and gross motor development (Funky fingers activities & Movement group). Are able to distinguish between the marks they make and talk about their marks. Beginning to hold a pencil correctly.	22-36 E/D/S 30-50E/D
	<b>Communication &amp; Language</b>  <b>Physical</b>	Where do the need to be?	To begin to write words with diagraph sounds. To write a simple sentence independently using finger spaces. To consolidate writing cvc words. To write all phase 2 words independently. To correctly write phase 2 tricky words. To continue to consolidate the formation of letters. To orally create a caption/sentence then recall it and begin to write it.	40-60D 40-60S	To begin to write words with diagraph sounds. To consolidate writing cvc words. To begin to write phase 2 words independently. To correctly write phase 2 tricky words. To continue to consolidate the formation of letters. To begin to write phase 2 captions using finger spaces. To orally create a caption/sentence then recall it and begin to write it.	To write cvc words independently. To begin to understand the need to use finger spaces. To continue to consolidate the formation of letters. To orally create a caption/sentence that can be scribed by an adult then copied.	30/50S - 40/60E	To continue to practise writing their Christian name independently. To form letters correctly. To begin to write initial letter sounds in words. To orally create a caption/sentence that can be scribed by an adult.
<b>Numbers</b> <i>Recognising</i> <i>Ordering</i> <i>Counting</i> <i>Calculating</i>	Where are they?	Able to recognise all numerals to 20. Can count backwards within the number sequence 1 to 20. Able to order to 10 from a given number. Able order numbers across the 10 boundary. Able say the numbers that come before and after a given number within 1-10. Can count an irregular arrangement of up to 15 objects. Are beginning to estimate how many objects can be seen and to check by counting. Can find the total number of objects in two groups by counting all of them. Are continuing to record using marks they can interpret and explain.	40/60 D/S ELG	Are beginning to recognise numerals to 15. Can count backwards within the number sequence 1 to 10. Can order to 10 from a given number. Can say the numbers that come after a given number within 1-10. Can find the total number of objects in two groups by counting all of them. Are beginning to record using marks they can interpret and explain. Are able to count amounts up to 10 and beyond.	can recognise numerals up to and including 10. Are able to match a numeral and quantity to ten. Can rote count backwards from 10 Can order numerals up to ten. Can count out groups of up to ten from a larger amount. Are beginning to count amounts up to 10 and beyond	40/60E/D	Are able to confidently count forwards accurately up to ten. Are beginning to count back from five (then ten.) Are beginning to recognise numerals from 1 to 10. Are beginning to count up to 10 objects by touching each object and saying one number name for each object Are able to make an amount up to 5 when given a number orally. Are able to match numeral to amount to 5 then beyond Are begin to order numerals 1-5 (then to 10)	22-36 D/S 30-50 D

	Where do the need to be?	<p>To say the numbers that come before a given number within 1-20.</p> <p>To consolidate counting an irregular arrangement of up to 20 objects.</p> <p>To add by beginning to count on using a numberline.</p> <p>To continue to record using marks they can interpret and explain.</p> <p>To begin to use the vocabulary involved in adding and subtracting.</p> <p>To begin to subtract.</p> <p>To use and apply the symbols + - and =</p> <p>To match a numeral and amount up to 20.</p>	40/60 S ELG Phase 5/6	<p>To recognise numerals up to 15 and beyond.</p> <p>To match a numeral and amount up to 15.</p> <p>To be able to count backwards from a given amount.</p> <p>To order numerals up to 15 and beyond</p> <p>To count out groups of objects greater than ten from a larger amount.</p> <p>To count an irregular arrangement of up to 15 objects then beyond.</p> <p>To begin to use and apply to symbols + and =</p> <p>To begin to count on from a given amount</p> <p>To estimate how many objects and check by counting.</p> <p>To partition and recombine small groups of objects up to 10 (then beyond).</p>	<p>To rote count accurately to 20.</p> <p>To recognise numerals up to and including 15.</p> <p>To match a numeral and quantity to fifteen.</p> <p>To be able to rote count forwards and backwards from a given amount (up to ten).</p> <p>To sequence numerals up to fifteen.</p> <p>To count out groups of up to fifteen from a larger amount.</p> <p>To partition and recombine small groups of objects up to 10 (then beyond).</p> <p>To order to 10 from any given number (practically).</p> <p>To count an irregular arrangement of up to 10 objects.</p> <p>To estimate how many objects and check by counting.</p>	40/60E/D Phase 3/4	<p>To rote count to fifteen and beyond.</p> <p>To begin to count back from ten.</p> <p>To consistently recognise numerals from 1 to 10, then beyond.</p> <p>To count 10 objects and beyond by touching each object and saying one number name for each object (and beyond)</p> <p>To make an amount up to 10 when given a number orally.</p> <p>To match numeral and amount up to ten.</p> <p>To order numerals from 1-10.</p> <p>To partition and recombine small groups of objects up to 5 (then ten).</p>	30-50 D Phase 2
<b>Vocabulary</b>		Number names, how many?, more, less, guess how many?, estimate, one more, one less, order, sequence, add, total, total amount, before, after, count, numeral, number line, more, less, altogether.		Number names, how many?, more, less, guess how many?, estimate, one more, one less, order, sequence, add, total, total amount, before, after, count, numeral, number line, more, less, altogether, numberline.	Number names, how many?, more, less, guess how many?, one more, one less, order, sequence, total, total amount, before, after, count, numeral, number line, more, less, altogether.		Number names, how many?, lots, sequence, total, total amount, count, numeral, number line, altogether.	

<b>SSM</b> <i>Measures</i> <i>Shape &amp; space</i> <i>Position</i>  <b>Communication &amp; Language</b>	Where are they?	<p>Are able to name and talk about the properties of simple 2D shapes</p> <p>Are begin to recognise and name some 3D shapes (cube, pyramid, sphere, cone)</p> <p>Are able to use the language of height/length.</p> <p>Able to order two or three items by length and height.</p> <p>Can use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Can confidently use the language of size.</p>	40/60D	<p>Able able to name and talk about the properties of simple 2D shapes</p> <p>Are beginning to recognise and name some 3D shapes (cube, pyramid, sphere, cone)</p> <p>Able to use the language of height/length.</p> <p>Can order two or three items by length and height.</p> <p>Able to use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Can confidently use the language of size.</p>	<p>Able to name 2D shapes (square, circle, rectangle, triangle)</p> <p>Beginning to talk about the properties of shapes (sides, corners, points, long, short, curved, round, flat, 2D, 3D).</p> <p>Can use some language of height and length.</p> <p>Able to order two items by length and height.</p> <p>Can use and understand language of size</p>	<p>30-50S</p> <p>40-60E</p>	<p>Can use shapes to create a pattern or picture.</p> <p>Showing an awareness of shapes in the environment by beginning to talk about what they see.</p> <p>Able to use and understand specific size related vocabulary (big, small, little, tiny, huge, enormous)</p>	
	Where do the need to be?	<p>To continue to name and talk about the properties of simple 2D shapes.</p> <p>To continue to recognise and name some 3D shapes and talk about properties.</p> <p>To be able to use and understand positional language (next to, in front, behind, above, below, on, in, under, in between, over, under)</p> <p>To use shapes to create a pattern or picture.</p>	40/60D	<p>To continue to name and talk about the properties of simple 2D shapes.</p> <p>To continue to recognise and name some 3D shapes and talk about properties.</p> <p>To be able to use and understand positional language (next to, in front, behind, above, below, on, in, under, in between, over, under)</p> <p>To use shapes to create a pattern or picture.</p>	<p>To continue to name and talk about the properties of simple 2D shapes.</p> <p>To continue to recognise and name some 3D shapes and talk about properties.</p> <p>To be able to use and understand positional language (next to, in front, behind, above, below, on, in, under, in between, over, under)</p> <p>To use shapes to create a pattern or picture.</p>	<p>30-50S</p> <p>40-60E</p>	<p>To continue to name some 2D/3D shapes.</p> <p>To sort 2D &amp; 3D shapes.</p> <p>To use shapes to create a pattern or picture.</p> <p>To show an awareness of shapes in the environment by beginning to talk about what they see.</p> <p>To begin to use and understand some positional language.</p>	30-50/D
<b>Understanding the world</b>  <b>Communication &amp; Language</b>		<b>People &amp; Communities</b>		<b>The World</b>			<b>Technology</b>	
	Where are they?	<p>Can confidently talk about their experiences (personal, half term week, Halloween and Bonfire experiences) adding detail and extending vocabulary</p>	<p>Range from 40-60E to 22-36D</p>	<p>Can explore what happens when different colours are mixed.</p> <p>Can talk about what they have observed happening and what they are doing.</p>		<p>Range 40-60E</p>	<p>Can confidently use a range of technology.</p>	<p>40-60D</p> <p>30-50S</p>

	Where do the need to be?	To confidently talk about their experiences of Christmas within their family (adding detail and extending vocabulary.) To find out about and talk about the customs associated with Chinese New Year.	40-60D 22-36S	To explore what happens when using the Painting Station. Freezing and melting. To talk about what they have observed happening and the changes observed.		40-60D 30-50E	To continue develop skills using a mouse. To explore how programmable toys work. To make and use a simple algorithm.	40-60D 40-60S
<b>Expressive arts &amp; design</b>  <b>Communication &amp; Language</b>  <b>Physical</b>	Where are they?			Can explore paints using freeflow ready mixed paints to create. Have enjoyed joining in with and learning a range of songs.				Ranging from 40-60D To 30-50E
	Where do the need to be?			To be able to mix their own colours independently in the painting station confidently using powder paints (primary colours plus black and white). To choose particular colours to use for a purpose. To be able to design and construct using a range of resources and materials. To be able to develop the skills needed to assemble and join these materials and to begin to use tools (glue guns) and techniques. To develop their imagination by using available resources and creating their own props to support role play To introduce a storyline or narrative into their play. To name different musical instruments (drum, tambourine, triangle, maracas, guiro, lollipop drum, indian bells, tambour, castanets). To explore the different sounds of instruments.				40-60D 30-50D
<b>PSE</b>	Where are they?			Managing routines and boundaries independently. Children generally becoming more confident as speakers and will speak in front of others.				40-60D To 30-50E
	Where do the need to be?			To develop turn taking and negotiating skills. Set up a game station. Children to manage this without the need to involve adults. To improve organisational skills, such as packing bags, collecting own coats, hanging coats up, putting on waterproofs				
<b>Physical</b>	Where are they?			Some children generally good at putting on their coats but many need help with fastening them.				40-60E To 30-50D
	Where do the need to be?			To take off and put on socks and shoes . Independently fasten coats. To manage putting on waterproofs To have an increasing control over an object by pushing, patting, throwing, catching and kicking. To show some understanding that good practises with regard to exercise, eating, sleeping, hygiene can contribute to good health. To understand the need for a healthy diet and lifestyle.				

