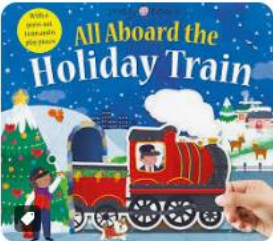




Autumn 2 Medium Term Plan

Class: Pink

Topic: Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
 Daniel's First Fireworks by Jennifer Hamburg, adapted by Becky Friedman  Pattern Bugs by Trudy Harris  Priddy Books - All Aboard the Holiday Train	Most Children *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 stories *To respond to environmental sounds Some Children *To be able to recognise familiar sounds within the phonics provision *To begin to copy some sounds in phonics sessions *To identify and match sounds taught	Most Children *Head moves intentionally to see a stimulus. *Eye gaze is fixated for longer periods of time. *Handles books independently. *Shows an interest in illustrations and print in the environment. Some Children *Indicates to an adult that they want them to read a specific book. *Recognises the object shown in a photograph. *Begins to copy actions. *Experiments with voice sounds e.g. pitch, volume etc	Most Children *I am beginning to explore a range of media *Will tolerate tools in their hand to mark-make *I make marks with a range of media Some Children *Scribbles spontaneously when given paper and mark-making materials. *Shows preference for one hand *Chooses to mark-make	Most Children *Shows interest in patterned songs, rhymes and movements *Begins to predict what happens next in predictable situations *When shown a switch activated toy, the pupil can operate it, turning it on and off. *Make simple pattern arrangements Some Children *Engages in "back and forth" and repetitive "again" games. *Continues an action or interaction with an adult by repeating *Say what happens next *Explore simple patterns involving 2/3 objects/shapes/colours	Most Children *Look at own facial expressions in a mirror. *Engage in activities to support my regulation *Communicates likes and dislikes *Explore stimuli linked to cultural festivals and celebrations Some Children *Copy facial expressions, using a mirror. *Respond to facial expressions which represent different emotions or feelings.



<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> *walks with their group without running or walking ahead *Accepts exploration of self, e.g. accepting a hand massage. *Demonstrates a preference in food tastes <u>Some Children</u> *Begins to follow a programme of toileting with verbal support. *Walks in a line around school *Points to main features on face/body when asked. *Can find their way to a familiar room	<u>Most Children</u> *Enjoys pictures and stories about themselves, their families and other people. *Explores cause and effect toys. *Explore a range of items using senses *Beginning to show an interest in peers <u>Some Children</u> *In pretend play, imitates everyday actions and events from own family and cultural background *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc *To match picture to picture/object to symbol etc.	<u>Most Children</u> *Explores and shows an interest a range of textures and media. *Shows some awareness of cause and effect in a creative process. *To run hands through a range of media (rice, water, sand etc) *Explore simple patterns using a range of colour *Follows a light in a dark room. <u>Some Children</u> *Identify a range of colours *Begins to sort by colour *Appears to notice light. *Shows an awareness of if it is light or dark. *Realises there is a range of colours.	<u>Most Children</u> *Explores different musical instruments *Explores how different sounds can be made (with instruments and body) *Shows attention to sounds and music <u>Some Children</u> *Makes links between music they hear and certain routines – sitting song *Responds to early interaction rhymes and action songs *Develops an understanding of how to create and use sounds intentionally	<u>Most Children</u> *Enter a pool safely with support. *Exit a pool safely with support. *Move in the water independently. *Participates more actively in the dressing process <u>Some Children</u> *Put feet to the bottom of the pool. *To walk in the water independently. *Maintain balance in the water. *Follows a simple instruction when accompanied by gesture and context *Puts shoes on independently.	<u>Most Children</u> *Tolerates washing and drying hands *Explores food from a range of countries and cultures using sensory activities, exploring colour, smell etc. *Fills and empties jugs and containers <u>Some Children</u> *With support, adds the correct number of items to a recipe *To know what food is e.g. recognising if we can eat something or not