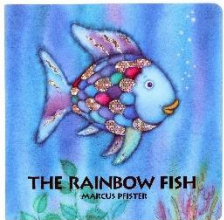
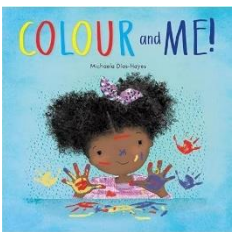




Autumn 2 Medium Term Plan

Class: Rose

Topic: Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	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 *To make fleeting eye contact with the adult reading *To engage with and respond to daily stories, showing attention and interest in illustrations *To engage with sensory stories, reaching for props and moving them between hands Some Children *To indicate to an adult that they want a specific book reading to them *To select familiar objects by name *To fixate on an adult or object during stories, especially sensory stories *To independently explore books in provision, turning pages	Most Children *To look for reactions and responses to actions or communication *To explore a range of media tools *To make marks on paper and other surfaces Some Children *To make the choice to mark make on a range of materials using a range of media in provision *To hold a mark making utensil with sufficient grip and pressure to make marks on paper	Most Children *To show interest in patterned songs, rhymes and movements *To experience patterned objects and images *To begin to predict what happens next in predictable situations Some Children *To join in with repeated actions in songs and stories *To initiate and continue repeated actions *To explore patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement. *To engage in “back and forth” and repetitive “again” games.	Most Children *To explore stimuli linked to cultural festivals and celebrations *To recognise family members and special people when shown visual stimuli *To engage in activities to support my regulation Some Children *To explore stimuli which shows visible differences between people *To look at own facial expressions in a mirror *To communicate likes and dislikes



<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> *To walk in a line around school, independently within a group without running away *To respond to instructions of stop and go *To walk without pulling away from an adults hand *To find and identify own coat <u>Some Children</u> *To find their way to a familiar room *To begin to show understanding of danger and objects that can cause harm *To point to features on their face/body when asked	<u>Most Children</u> *To show interest and curiosity around stimuli of themselves and their families *To explore a range of items with different senses and body parts *To explore new foods by touching, smelling etc *To observe cause and effect <u>Some Children</u> *To begin to show an interest in peers *To imitate everyday actions and events in play *To recognise what can and cannot be eaten *To know how to operate some simple technological equipment	<u>Most Children</u> *To tolerate preparations for art – aprons on and hands being washed *To notice light *To identify a range of colours <u>Some Children</u> *To begin to sort by colour *To follow light in a dark room *To explore simple patterns using a range of colours	<u>Most Children</u> *To enjoy dancing, marching and using musical instruments alongside music and rhythms *To begin to move to music, listen or join in rhymes or songs *To listen to simple rhythms being tapped out. <u>Some Children</u> *To mirror and improvise actions they have observed, e.g. clapping or waving. *To keep a steady beat alongside others or to a piece of music or rhythm. *To react to music with a strong, steady beat.	<u>Most Children</u> *To respond to a range of stimuli. *To move to music. <u>Some Children</u> *To copy movements *To respond to music starting and stopping.	<u>Most Children</u> *To add the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips, with support *To tolerate preparing for a cooking activity, washing hands etc *To follow up to 3 instructions <u>Some Children</u> *To sequence and order up to 2 pictures *To begin to help cleaning a table/surface *To communicate the need for help