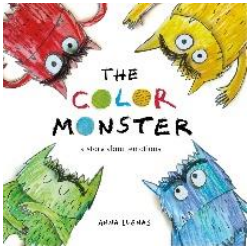
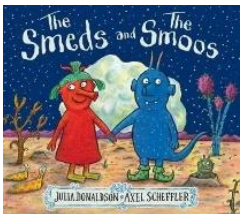
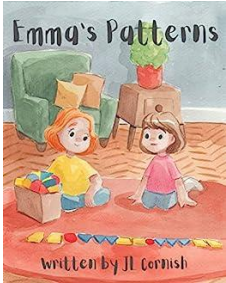




Autumn 2 Medium Term Plan

Class: Emerald

Topic: Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
   	Most Children *Link sounds to letters and can sound out most Phase 2 (phonemes and digraphs). *Can recognise and name/match sounds in my environment *Joins in with actions linked to a familiar rhyme, songs and stories. Some Children *Identify initial phonemes in a word. *Orally blend CVC words *Sort by initial phoneme. - Identifies the odd one out when hearing words that all but one begins with the same sound.	Most Children *Recognises familiar stories by their front cover. *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. * Knows that words, signs and symbols convey meaning. *Match objects to pictures *Recognise the object represented by a miniature object. *Show an interest in pictures or photographs. * Respond to questions about familiar events or experiences using vocalisations, gestures, signs or symbols. *Use phonic knowledge to begin to read new and unfamiliar words Some Children * Read CVC words and tricky words * Know that words, signs and symbols convey meaning. *Recognise familiar stories by their front cover. *Recognise familiar symbols and/or words around the classroom. *Know that information can be retrieved from books. *Select symbols to build a caption of phrase *Copy an adult pointing to words as they read. *Can match some familiar words to pictures	Most Children *Enjoys drawing freely *Begins to use anti-clockwise movements and can retrace vertical lines *Draws lines or shapes on a large scale *Shows preference for one hand *Makes large random strokes *I distinguish between the marks I make. *Makes marks on their picture to stand for their name. *I identify the initial letter of my name *Makes marks to represent their name *Includes a variety of letters and shapes within lines of scribble Some Children *Makes a simple drawing to illustrate a story *Draws objects or people with discernible features. *Uses illustrations in their 'writing' *Beginning to separate between pictures and writing. *Colours in a picture and keeps within the lines most of the time *I use writing in purposeful play. *Children use their phonic knowledge to write words in ways which match their spoken sounds.	Most Children *Become familiar with dot patterns *Say when there is 1 dot *Say when there are 2 dots *Recognise 1 and 2 in different arrangements *Say when there are 3 dots *Recognise 1, 2 and 3 in different arrangements. * Experiences patterned objects and images * Explore patterns in the environment * Listen to repeats in songs and stories * Make simple pattern Arrangements Some Children *Explain simple pattern arrangements *Make roads and bridges with intent *Choose blocks to copy simple creations * Make simple line patterns with objects *Show an interest in pattern and shape *Explore patterns involving 2 repeating objects/shapes/colours. *Explore patterns involving 2 repeating shapes/colours. *Explore patterns involving 2 repeating colours.	Most Children *Look at own facial expressions in a mirror. *Copy facial expressions, using a mirror. *Respond to facial expressions which represent different emotions or feelings. *Accept help from familiar adults when dysregulated. *Engage in activities to support my regulation. *Communicates likes and dislikes *Able to soothe/regulate with support from a family adult. Some Children *Recognise some good/not good feelings. *Begin to identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. *Identify things that make me happy, sad, angry, scared *Knows how to seek out comfort or attention from others. *Show some understanding and awareness of how those around me are feeling.



<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> *Knows how much food is appropriate to put in their mouth *Handles a range of food stuff independently *Recognises needing the toilet independently *Shows some awareness of danger. * Find/point to body parts on their own body. * Find/point to body parts on someone else's body. *Selects clothing type according to weather when asked to put on clothing for warm/cold day *Walks independently outside of school *Stop and look for traffic and can say when it is safe to cross a road. *Cross a road safely using a pelican crossing - wait for traffic to stop -confidently makes a decision when it is safe to cross. *Shows some awareness of danger <u>Some Children</u> *Can wipe themselves after using the toilet * Understand the purpose of some body parts *Know what body parts allow us to do e.g. legs/feet. kick a ball/hand/fingers. write or draw. *Know we have bones inside of our body.	<u>Most Children</u> *Is curious about people and shows interest in stories about themselves and their family. *Enjoys pictures and stories about themselves, their families and other people. *In pretend play, imitates everyday actions and events from own family and cultural background, *Beginning to show an interest in peers <u>Some Children</u> *Meet's and greets people in an appropriate way *Shows an awareness that they have similarities and differences that connect them to, and distinguish them from, others. *Shows interest in the lives of people who are familiar to them *Shows interest in different occupations and ways of life. *Beginning to recognise differences in people	<u>Most Children</u> * Begin to collect some resources needed for lesson/activity. *Uses tools to achieve desired outcome *Colours a picture *Show their picture to a familiar adult * Use scissors and tearing to create a range of shapes *Identify a range of colours *Begins to sort by colour *Explores primary and secondary colours *Realises there is a range of colours. <u>Some Children</u> *Explores colour mixing. *Copy and continue a pattern using a variety of objects and materials. *Explore simple patterns using a range of colour *Create own pattern using a variety of objects and materials. *Recreates pattern	<u>Most Children</u> *React to music with a strong, steady beat. *Enjoy dancing, marching and using musical instruments alongside music and rhythms *Listens to simple rhythms being tapped out. <u>Some Children</u> *Keep a steady beat alongside others or to a piece of music or rhythm. *Mirrors and improvises actions they have observed *Copy simple rhythms containing one, two or three beats using claps, instruments or body percussion. *Clap out one to three syllable words depending on the number of syllables they have. *Taps out simple repeated rhythms. *Creates movement in response to music. *Makes up rhythms. *Begins to copy and perform simple patterns.	<u>Most Children</u> *Responds to a range of stimuli. *Responding to music starting and stopping. *Moving to music. *Copies and explores basic movements and body patterns *Watches others perform <u>Some Children</u> *Remember and perform a short sequence of movements/actions to music. *Clap and stamp to a beat or music. *Links movements to sounds and music. *Begins to move with more control and fluency to music. *Explores a range of genres of music and dance styles of dance. *Can perform activities on their own or in a group. *Will notice end of performance and react.	<u>Most Children</u> *Follows a simple text using symbols e.g., recipe. *To request ingredients and equipment using single symbol exchange/preferred method of communication. *Tries some new foods, with encouragement. *Recognises and names a range of food as well as kitchen equipment *Preparing for a cooking activity, following instructions to and developing independence to: -wash hands, dry hands, wear apron, tie hair back, roll sleeves up, clean a surface *Engages in home corner role-play activities, coping familiar actions <u>Some Children</u> *With support, adds the correct amount, following a recipe *Asks for 'help' using preferred form of communication *To tolerate waiting for an item to cook/cool/set etc. *To show some understanding/awareness that an item may change its appearance when cooking