
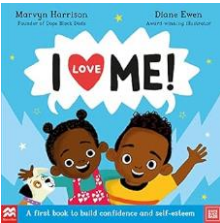
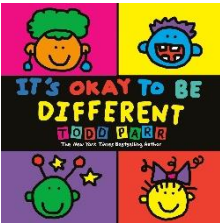




Autumn 1 Medium Term Plan

Class: Lavender

Topic: Me, Myself and I

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	<p>Most Children</p> <ul style="list-style-type: none"> *Enjoys rhyming stories, songs and rhymes. *Indicate wanting 'more' during interaction rhymes. *Reacts to music with a strong and steady beat. <p>Some Children</p> <ul style="list-style-type: none"> *Recognises some letters and symbols. *Clap one, two or three syllable words. *Knows which sound my name starts with. 	<p>Most Children</p> <ul style="list-style-type: none"> *Indicates to an adult that they want them to read a specific book. *Chooses books to look at independently. <p>Some Children</p> <ul style="list-style-type: none"> * Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol * Has favourite stories which they like to listen to and look at again and again. *Turns to the next page in a book with pictures to see what happens. 	<p>Most Children</p> <ul style="list-style-type: none"> *Will tolerate tools in their hand to mark-make * I distinguish between the marks I make. * I sometimes give meaning to the marks I draw/paint etc. <p>Some Children</p> <ul style="list-style-type: none"> *Writes recognisable letters * Makes marks to represent their name * I identify the initial letter of my name 	<p>Most Children</p> <ul style="list-style-type: none"> *Takes part in finger rhymes/songs with numbers *Numbers to 10, count forwards in 1s, from 0 to 10 *Reacts to obvious changes of amount when those amounts are significant (more than double) <p>Some Children</p> <ul style="list-style-type: none"> *Count forwards in 1s, from 0 to 20 *Responds to words like <i>more</i> * Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers 	<p>Most Children</p> <ul style="list-style-type: none"> *Identify likes and dislikes *Communicate the want for 'more', related to things that I like *Accept taking turns (with adult support) <p>Some Children</p> <ul style="list-style-type: none"> *Recognise the emotion of feeling sad and angry *Begin to take turns with more independence *Tolerate others playing with toys they like



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><u>Most Children</u> *Walks in a line around school *Can find their way to a familiar room *Responds to instructions of stop/go</p> <p><u>Some Children</u> *Walks independently outside of school *Stops and looks for traffic *Stops at a zebra crossing</p>	<p><u>Most Children</u> *Is curious about people and shows interest in stories about themselves and their family. *Beginning to show an interest in peers *Has a sense of own immediate family and relations.</p> <p><u>Some Children</u> * In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. * 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.</p>	<p><u>Most Children</u> *Explores a range of materials using hands and feet. *Tears material, accidentally or with intent, and examines. *Scrunches paper and examines.</p> <p><u>Some Children</u> *Sticks a range of materials. *Uses plasticine to sculpt. *Uses Paper Mache to sculpt.</p>	<p><u>Most Children</u> *Explores a range of musical instruments. *Explores body sounds. *Experience different musical sounds.</p> <p><u>Some Children</u> *Makes and copies familiar sounds. *Makes sounds with body parts. *Communicates likes/dislikes related to the sound a musical instrument makes.</p>	<p><u>Most Children</u> *Show the difference between walking and running. *Lift one leg from the floor and then the other. *Walk safely in space, showing awareness of others and objects around them.</p> <p><u>Some Children</u> *Experiment and explore the action of jumping in play. *Move safely in a space showing greater awareness of others and obstacles when moving at speed. *Transition from running to walking with ease and fluency.</p>	<p><u>Most Children</u> *Fills and empties jugs and containers (water/sand/cereal etc). *Uses cups to pour cereal into a bowl. *Use a wooden spoon to mix.</p> <p><u>Some Children</u> *Fills jug with water, knowing when to stop *Pours cereal into a bowl, putting excess cereal back into box if needed. *With support, uses an electric whisk -Holds bowl with non-whisking hand (may</p>