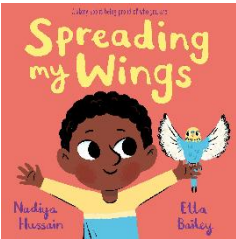
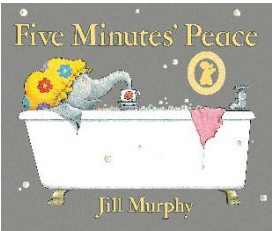
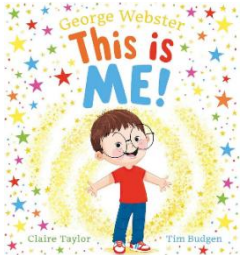




Autumn 1 – Medium Term Plan

Class: Forest Class

Topic: My People

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making / Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
   	<u>Most Children</u> *Links sounds to letters and can sound out most single letters. *Knows that words start with the same phoneme but may not be able to name it. *Knows which sound my name starts with. *Orally blends two syllable words e.g. co-ffee/ta-ble. *Orally blends three syllable words e.g. e-le-phant. *Orally blends CVC words with long phonemes e.g. sh-ar-k/s-ao-p. *Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n *Recognises single graphemes and knows the sound they make. *Identifies final phonemes in a word. <u>Some Children</u> *Names the letters of the alphabet in upper/lower case. *Uses phonic knowledge confidently to read new and unfamiliar words	<u>Most Children</u> *Sequences up to three pictures to show order of events. *Talks about (or sign, use communication boards etc) events in a story. *Points to words and pictures when asked, showing an understanding of the difference between them. *Draws a picture to illustrate a story. *Answers questions (who, what, where) about a story verbally or using signs/symbols/gestures *Explains what is happening in a picture. *Lifts meaning from a picture e.g. what is he doing/what is happening etc? <u>Some Children</u> *Predicts how a story might end. *Predicts what a story might be about after reading the title. *Predicts what might happen based on what has been read so far.	<u>Most Children</u> *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 *Writes some or all of their name in the correct order *I am beginning to write labels and lists <u>Some Children</u> *Attempts to write words using letter sound knowledge *I attempt to write short sentences in meaningful contexts although may not be accurate.	<u>Most Children</u> *Follow on a repeating pattern with 2 different shapes. *Follow on a repeating pattern using 2 different colours. *Identify and name circles and triangles *Compare circles and triangles *Subitise within 5 focusing on die patterns *Match numerals to quantities within 5 *Counting – focus on ordinality and the 'staircase' pattern *See that each number is one more than the previous number <u>Some children</u> *Identify and name shapes with 4 sides *Focus on 5 Focus on 6 and 7 as '5 and a bit' *Shapes in the environment *Describe position *Identify and name shapes with 4 sides	<u>Most Children</u> *Take turns to speak, accepting the need to 'wait'. *Play alongside peers, sharing resources and taking turns. *Choose which area of the classroom to play/work in. *Identify likes and dislikes *Recognise things that make me feel sad, worried or angry. *Explore making facial expressions to represent the feelings of worried, angry, sad *Recognise kind and unkind behaviours. <u>Some Children</u> *Begin to take turns with more independence. *Explore the concept of fair/unfair. *Communicate please and thank you with adult support, moving to doing this without adult prompting.



<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 independently outside of school *Stops and looks for traffic -stops at a kerb -looks left and right -crosses the road with support *Stops at a zebra crossing *Crosses a road using a pelican crossing with support. *With support, begins to show some awareness of danger *Flags a bus to stop *Purchases a ticket on the bus -understands that money can pay for their ticket. *Boards a bus safely -can go upstairs on a double decker bus. *Exits bus safely <u>Some Children</u> * Begins to recognise some positional language left, right, forward, backwards *Understands the concept of traffic lights and the meaning of each colour.	<u>Most Children</u> *Meets 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>Some Children</u> *Remembers and talks about/communicates about significant events in their own experience. *Recognises and describes special times or events for family or friends.	<u>Most Children</u> *Takes photos and videos. *To explore the work of Jackson Pollock *Try out and use different materials *Use different materials purposefully *Communicate likes about their own and other's artwork. *Begins to show some care when using equipment. <u>Some Children</u> *Handles tools and materials purposefully. *Chooses tools and materials which are appropriate to the activity.	<u>Most Children</u> *Listens to different timbres of different instruments. *Begin to explore live music and the instruments used. *Experiments and creates movement in response to sounds of instruments *Music, stories and ideas *Begins to show preference to different types of music. *Uses dominant hand when playing musical instruments. *Practise using two beaters on tuned instruments. <u>Some Children</u> *Relate sounds to dramatic events. *Uses movement to express feelings. *Explores the different *Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences *Play instruments with increasing control to express their feelings and ideas	<u>Most Children</u> *Refine basic movement skills including -rolling -crawling -hopping (progress from jump) -skipping *Run along a non-straight trail. *Change direction when jogging. *Complete an obstacle course with support. *Run safely in a space, showing an awareness of others and objects around them. *Perform different types of jumps: -two feet to two feet -two feet to one foot -one foot to the same foot -one foot to the opposite foot -star jumps -tuck jump * Jump over flat objects. <u>Some Children</u> *Jump as high as possible. *Jump as far as possible. *Experiment with jumping different distances. *Understand to bend knees on landing for safety.	<u>Most Children</u> *Tries some new foods, with encouragement. *Recognises and names a range of food, including a range of fruit and vegetables *To explore the differences between food and drink *Fills jug with water, knowing when to stop. *Pours water from jug into smaller cups. *Pours cereal into a bowl, putting excess cereal back into box if needed. <u>Some Children</u> *Pours milk onto cereal, into a bowl -pours with control, knowing when to stop. *With support, uses an electric whisk -Holds bowl with non-whisking hand (may require some hand over hand)