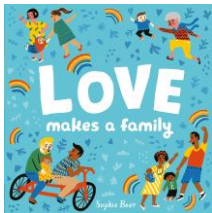




## Autumn 1 Medium Term Plan

**Class:** Cherry

**Topic:** My People

| Key Texts                                                                                                                                                                                                                                              | Phonics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark Making/Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | PSHE/British Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|    | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Copies finger movements and other gestures linked to rhyme, songs and stories.</li> <li>*Responds to own name.</li> <li>*Makes fleeting eye contact with the speaker and/or make fleeting eye contact with object making sound.</li> <li>*Will fixate on a familiar person or object e.g. in a sensory story.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Can recognise and name/match sounds in my environment.</li> <li>*Begins to copy and repeat sounds, actions, words or phrases.</li> <li>*Joins in with actions linked to a familiar rhyme, songs and stories.</li> </ul> | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Repeats repetitive words, sounds or phrases from a story or rhyme.</li> <li>*Fills in missing words, sounds or phrases in familiar stories or rhymes.</li> <li>*Understands familiar words in context e.g. milk, mammy, bath.</li> <li>*Recognises objects of reference and anticipate events associated with them e.g. bells for music or whistle for PE</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Selects familiar objects by name, finding the correct object from a small group of objects.</li> <li>*Responds to very simple questions e.g. Where is your tummy? Where is your teddy? e.g. happy/sad or big/small</li> <li>*Shows an interest in illustrations and print in the environment</li> </ul> | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Will make marks on paper and on other surfaces</li> <li>*I make marks with a range of media</li> <li>*Scribbles spontaneously when given paper and mark-making materials.</li> <li>*Chooses to mark-make</li> <li>*Shows preference for one hand</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Will make marks on paper and on other surfaces</li> <li>*I make marks with a range of media</li> <li>*Scribbles spontaneously when given paper and mark-making materials.</li> <li>*Chooses to mark-make</li> </ul> | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Subitising within 3</li> <li>*Focus on counting skills</li> <li>*To respond to simple language of position such as in, on, under through looking, reaching, or shifting attention.</li> <li>*To show early understanding of positional words by following simple prompts in play.</li> <li>*Joins in number rhymes and songs.</li> <li>*Begins to join in number games.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To use early words or gestures to describe where objects or people are.</li> <li>*To comment on positions during play using simple language or pointing.</li> <li>*Numbers to 10 Count forwards in 1s, from 0 to 10</li> </ul> | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Accept taking turns (with adult support)</li> <li>*Recognise the emotion of feeling sad and angry.</li> <li>*Tolerate being in a working space with my peers.</li> <li>*Select from a choice of programmes using devices.</li> <li>*Explore different areas of the classroom.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Tolerate being in a working space with my peers.</li> <li>*Begin to recognise some forms of appropriate touch.</li> <li>*Play alongside peers, sharing resources and taking turns.</li> </ul> |



| <u>Independence</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Understanding the World</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Art</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Music</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>PE</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Food Technology</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Most Children</b><br/>           *Walks with their group without running or walking ahead<br/>           *Points to main features on face/body when asked<br/>           *Finds and identifies own coat<br/>           *Participates more actively in the dressing process</p> <p><b>Some Children</b><br/>           *Walks independently without running away<br/>           *Can find their way to a familiar room<br/>           *Tolerates wearing dressing up clothes<br/>           - will look at themselves in a mirror when dressed up.<br/>           *Explores dressing up clothes.</p> | <p><b>Most Children</b><br/>           *Has a sense of own immediate family and relations.<br/>           *Is curious about people and shows interest in stories about themselves and their family<br/>           *Explore a range of items using senses<br/>           *Explores new food – touch, smell etc.<br/>           *Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them<br/>           *Knows how to hold the camera and operate the button.</p> <p><b>Some Children</b><br/>           *Beginning to show an interest in peers<br/>           *Meet's and greets people in an appropriate way<br/>           *Communicate likes and dislikes while exploring senses<br/>           *Explores new food – touch, smell etc.</p> | <p><b>Most Children</b><br/>           *Tolerates hands being washed.<br/>           *Shows some awareness of cause and effect in a creative process.<br/>           *Looks at self in mirror<br/>           *Uses a range of tools to mark make.<br/>           *Makes deliberate marks.<br/>           *Explores mark making using hands and feet to create marks, including lines</p> <p><b>Some Children</b><br/>           *Recognises when hands need to be washed.<br/>           *Realises they see self in mirror<br/>           *Draws a face with some noticeable features<br/>           *Randomly changes colour</p> | <p><b>Most Children</b><br/>           *Shows attention to sounds and music.<br/>           *Hears and remembers sounds.<br/>           *Matches familiar sounds.<br/>           *React to music with a strong, steady beat.<br/>           *Respond to early interaction rhymes involving physical closeness and being face-to-face.</p> <p><b>Some Children</b><br/>           *Indicate wanting 'more' during interaction rhymes and, later, initiate them.<br/>           *Keep a steady beat alongside others or to a piece of music or rhythm<br/>           *Mirrors and improvises actions they have observed, e.g. clapping or waving.</p> | <p><b>Most Children</b><br/>           *Show the difference between walking and running.<br/>           *Jog in a straight line.<br/>           *Lift one leg from the floor and then the other.<br/>           *Experiment and explore the action of jumping in play.</p> <p><b>Some Children</b><br/>           *Begin to balance on one leg for longer moments of time.<br/>           *Jump up and down on the spot.<br/>           *Transition from running to walking with ease and fluency.</p> | <p><b>Most Children</b><br/>           *Preparing for a cooking activity, tolerating:<br/>           -washing hands<br/>           -drying hands<br/>           -wearing apron<br/>           -hair being tied back<br/>           -roll sleeves up<br/>           *With support, beginning to engage in home corner role-play activities<br/>           Pours water/sand/cereal etc into a range of containers</p> <p><b>Some Children</b><br/>           *Begins to help cleaning a table/surface<br/>           *Recognises and finds some simple kitchen equipment<br/>           *Use a wooden spoon to mix.</p> |