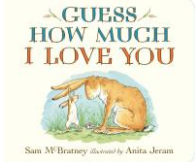
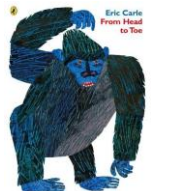
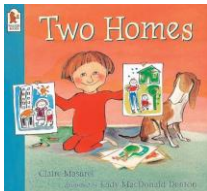




Autumn 1 Medium Term Plan

Class: Strawberry

Topic: My People

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
    	Most Children *Uses hands to explore objects *Looks for responses and reactions to actions or communication *Uses body language, pointing or gesture to gain attention of others Some Children *Begins to copy actions *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Experiments with voice sounds e.g. pitch, volume etc	Most Children *Fills in missing words, sounds or phrases in familiar stories or rhymes. *Understands familiar words in context e.g. milk, mammy, bath. *Recognises objects of reference and anticipate events associated with them e.g. bells for music or whistle for PE Some Children *Selects familiar objects by name, finding the correct object from a small group of objects. *Shows an interest in illustrations and print in the environment *Turns pages in books	Most Children *I am beginning to explore a range of media *Can recognise mark-making material *Will tolerate tools in their hand to mark-make Some Children *Will make marks on paper and on other surfaces *Scribbles spontaneously when given paper and mark-making materials. *Chooses to mark-make *Holds a pencil with sufficient grip and pressure to make marks on paper	Most Children *Takes part in finger rhymes/songs with numbers *Tolerates number rhymes and songs. *Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence Some Children *Begins to anticipate the ending or key elements of rhymes, songs and number games *With support, request 'more' *Says some counting words randomly.	Most Children *Communicate the want for 'more', related to things that I like *Accept taking turns (with adult support) *Recognise the emotion of feeling sad and angry. *Tolerate being in a working space with my peers. *Begin to understand the concept of kind hands. Some Children *Recognise family members and special people when shown visual stimuli *Tolerate being in a working space with my peers. *Respond to simple class rules and instructions



<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 in a line around school *Can find their way to a familiar room *Points to main features on face/body when asked. *Demonstrates an awareness of different items of clothing *Participates more actively in the dressing process <u>Some Children</u> *Responds to instructions of stop/go *Reacts to textures with minor physiological changes when feeling rough or smooth surfaces *Finds and identifies own coat *Explores dressing up clothes.	<u>Most Children</u> *Has a sense of own immediate family and relations *Is curious about people and shows interest in stories about themselves and their family *Explore a range of items using senses *Explores new food – touch, smell etc. *Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them <u>Some Children</u> *Beginning to show an interest in peers *Meets and greets people in an appropriate way *Communicate likes and dislikes while exploring senses *Explores new food – touch, smell etc.	<u>Most Children</u> *Tolerates hands being washed *Uses a range of tools to mark make *Tolerates body parts being used for printing *Explores mark making using hands and feet to create marks, including lines *Uses senses to explore materials *Show simple reflex responses which communicate likes or dislikes <u>Some Children</u> *Recognises when hands need to be washed *Randomly changes colour *Runs hands through a range of media e.g. rice, water, sand, etc.	<u>Most Children</u> *Shows attention to sounds and music *React to music with a strong, steady beat *Respond to early interaction rhymes involving physical closeness and being face-to-face *Enjoy dancing, marching and using musical instruments alongside music and rhythms <u>Some Children</u> *Indicate wanting ‘more’ during interaction rhymes and, later, initiate them *Keep a steady beat alongside others or to a piece of music or rhythm *Mirrors and improvises actions they have observed, e.g. clapping or waving.	<u>Most Children</u> *Show the difference between walking and running *Jog in a straight line. *Experiment and explore the action of jumping in play. <u>Some Children</u> *Lift one leg from the floor and then the other *Jump up and down on the spot. *Transition from running to walking with ease and fluency.	<u>Most Children</u> *Preparing for a cooking activity, tolerating: -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up *With support, beginning to engage in home corner role-play activities *Pours water/sand/cereal etc into a range of containers *Uses cups to pour cereal into a bowl *Uses cups to pour milk into a bowl <u>Some Children</u> *Begins to help cleaning a table/surface *Recognises and finds some simple kitchen equipment *Use a wooden spoon to mix.