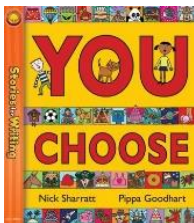
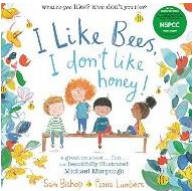
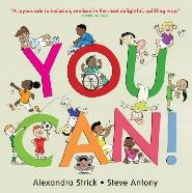
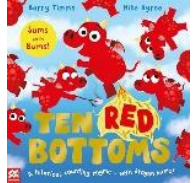
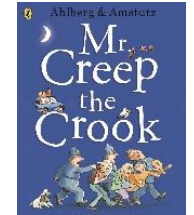




Autumn 1 Medium Term Plan

Class: Jade

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"> *Recognises some letters and symbols. *To enjoy rhyming stories, songs and rhymes. *Can recognise and name/match sounds in my environment <p>Some Children</p> <ul style="list-style-type: none"> *To begin to re-enact simple stories or real-life situations through role play *Copies finger movements and other gestures linked to rhyme, songs and stories. *Joins in with actions linked to a familiar rhyme, songs and stories. *Begins to copy and repeat sounds, actions, words or phrases. *Repeats repetitive words, sounds or phrases from a story or rhyme. *Fills in missing words, sounds or phrases in familiar stories or rhymes. *Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol 	<p>Most Children</p> <ul style="list-style-type: none"> *Listens to songs and stories with increasing attention and recall. *Responds to pictures in a familiar text. *Matches objects to pictures *Recognises the object represented by a miniature object. *Shows an interest in pictures or photographs. *Shows a preference for a specific book from a small selection presented. *Turns to the next page in a book with pictures to see what happens. <p>Some Children</p> <ul style="list-style-type: none"> * Knows that words, signs and symbols convey meaning. *Recognises familiar stories by their front cover. *Recognises familiar symbols and/or words around the classroom. *Knows that information can be retrieved from books. *Selects symbols to build a caption of phrase *Copies an adult pointing to words as they read. *Can match some familiar words to pictures 	<p>Most Children</p> <ul style="list-style-type: none"> *Enjoys drawing freely *Begins to use anti-clockwise movements and can retrace vertical lines *Traces circular movements *Traces horizontal movements *Imitates circular strokes *Imitates horizontal strokes *Imitates vertical strokes. *Draws lines or shapes on a large scale *Shows preference for one hand *Makes large random strokes <p>Some Children</p> <ul style="list-style-type: none"> *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 	<p>Most Children</p> <ul style="list-style-type: none"> *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. *Solve real world mathematical problems up to 3. *Copy fingers to show 5 *Show 5 finger when seeing 5 items in stories *Show 5 on fingers when asked. *Show 5 objects <p>Some Children</p> <ul style="list-style-type: none"> *To recognise up to 5 objects without counting (subitising) *To collect 1,2,3,4 or 5 objects when requested *Link numerals with the correct amount up to 5 *Count 5 objects accurately *Find 1, 2 and 3 *Subitise 1, 2 and 3 *Represent 1, 2 and 3 	<p>Most Children</p> <ul style="list-style-type: none"> *Identify likes and dislikes *Choose to complete activities that reflect my strength. *Recognise things that make me feel sad, worried or angry. *Recognise kind and unkind behaviours. *Begin to take turns. *Begin to listen to those around me. *Plays alongside others. *Accepts children play with them. <p>Some Children</p> <ul style="list-style-type: none"> *Identify family members *Controls behaviours around peers e.g. uses kind hands consistently *Communicates how they are feeling when around peers *Explore making facial expressions to represent the feelings



<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> *Knows how much food is appropriate to put in their mouth *Handles a range of food stuff independently *Recognises needing the toilet independently <i>-communicates this need</i> <i>-asks for help when needed</i> *Crosses a road using a pelican crossing with support. *Shows some awareness of danger</p> <p><u>Some Children</u> *Can change their nappy and put the dirty nappy in the bin following a visual sequence *Can wipe themselves after using the toilet *Selects clothing type according to weather when asked to put on clothing for warm/cold day *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</p>	<p><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</p> <p><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</p>	<p><u>Most Children</u> *Draw a range of 'lines' including wavy, zig zag, circle *Uses tools to achieve desired outcome *Colours a picture *Show their picture to a familiar adult</p> <p><u>Some Children</u> *Shows different emotions in their drawings and paintings e.g. happiness, sadness etc. *Understand that lines can be used to enclose a space and present objects *Draw a face with all basic features *Names their picture *Beginning to use representation to communicate e.g. drawing a line and saying/communicating 'that's me'</p>	<p><u>Most Children</u> *Listens to different timbres of different instruments. *Begin to explore live music and the instruments used. *Explores the different sounds of instruments *Begins to show preference to different types of music. *Uses dominant hand when playing musical instruments. *Practise using two beaters on tuned instruments.</p> <p><u>Some Children</u> *Relate sounds to dramatic events. *Uses movement to express feelings. *Experiments and creates movement in response to music, stories and ideas. *Play instruments with increasing control to express their feelings and ideas.</p>	<p><u>Most Children</u> *Vary their pace and speed when running. *Jog in a straight line. *Run along a non straight trail. *Change direction when jogging. *Run safely in a space, showing an awareness of others and objects around them. *Jump over flat objects. *Experiment with jumping different distances.</p> <p><u>Some Children</u> *Complete an obstacle course with support *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 as high and far as possible *Perform a short jumping sequence. *Understand to bend knees on landing for safety</p>	<p><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, including a range of fruit and vegetables as well as kitchen equipment *Preparing for a cooking activity :-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</p> <p><u>Some Children</u> *With support, adds the correct amount, following a recipe *Asks for 'help' using preferred form of communication *To show some understanding/awareness that an item may change its appearance when cooking</p>