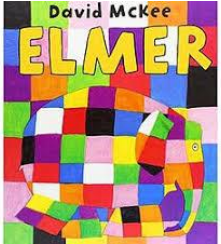
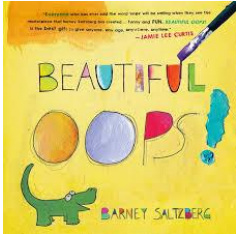
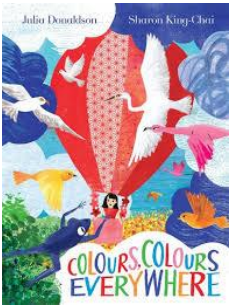
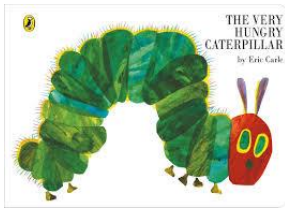
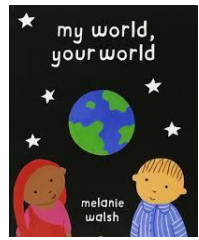




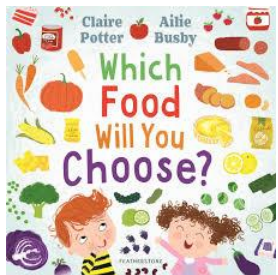
Autumn 2 Medium Term Plan

Class: Lavender

Topic: Colour and Pattern

<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> *Enjoys rhyming stories, songs and rhymes. *Recognises some letters and symbols. *Clap one, two or three syllable words. <u>Some Children</u> *Links sounds to letters and can sound out most single letters. *Sorts by initial phoneme. *Knows if there is a word within a longer word e.g. cat/caterpillar or spy/spider.	<u>Most Children</u> *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Listens to songs and stories with increasing attention and recall. *Matches two of the same objects even if they are different sizes or colours <u>Some Children</u> *Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol *Indicates to an adult that they want them to read a specific book. *Recognise shapes and patterns <u>Sensory Story Focus</u> 	<u>Most Children</u> *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. <u>Some Children</u> *Makes marks to represent their name *I identify the initial letter of my name *Answers some simple questions about their writing with prompts.	<u>Most Children</u> *Takes part in finger rhymes/songs with numbers *Join in with repeats in songs and stories *Show an interest I pattern and shape <u>Some Children</u> *Explain simple pattern arrangements *Explore patterns involving 2 repeating objects/shapes/colours *Copy and continue simple patterns <u>Focused Text:</u> 	<u>Most Children</u> *Copy facial expressions, using a mirror. *Accept help from familiar adults when dysregulated. *Communicates likes and dislikes (although often not appropriately) <u>Some Children</u> *Identify things that make me happy, sad, angry or scared. *Show some understanding and awareness of how those around me are feeling. *Show some understanding and awareness of how those around me are feeling. <u>Focused Text:</u> 



<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 *Touches a variety of textures with any part of their skin without demonstrating defensive behaviour *Identifies common clothing items by pointing/looking at them when they have been named <u>Some Children</u> *Can find/point to body parts on their own body *Stops and looks for traffic *Stops at a zebra crossing	<u>Most Children</u> *In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. *Communicates foods they like/dislike *Explores new food – touch, smell etc. <u>Some Children</u> *Meet's and greets people in an appropriate way *Tries some new foods, with encouragement. *Sorts and classifies food <u>Focused Text:</u> 	<u>Most Children</u> *Explore simple patterns using a range of colour *Identify a range of colours *Explores colour mixing. <u>Some Children</u> *Copy and continue a pattern using a variety of objects and materials. *Identifies objects from silhouettes *Follows a light in a dark room. <u>Focus Artist</u> Jackson Pollock 	<u>Most Children</u> *Experience different musical sounds. *Responds emotionally and physically when music changes. *Begin to explore live music and the instruments used. <u>Some Children</u> *Experiments and creates movement in response to music, stories and ideas *Play instruments with increasing control to express their feelings and ideas. *Joins in singing songs	<u>Most Children</u> *Responding to music starting and stopping. *Moving to music. *Copying movements. <u>Some Children</u> *Copies and explores basic movements and body patterns. *Clap and stamp to a beat or music. *Links movements to sounds and music.	<u>Most Children</u> *With support, adds the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips. *Communicates the need for help *With support, adds the correct amount, following a recipe e.g two cups of sugar <u>Some Children</u> *Uses a range of measuring equipment e.g. scales, cups, spoons etc. *Follows a recipe adding the correct quantities, for example 500g of flour to a mixture/2 cups of flour *Asks for 'help' using preferred form of communication