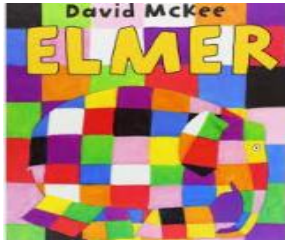
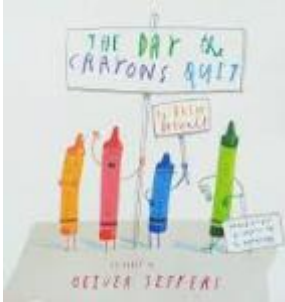
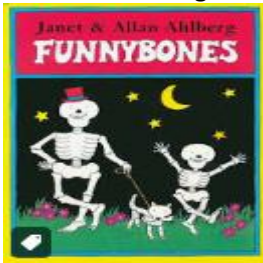




Autumn 2 Medium Term Plan

Class: Navy

Topic: Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
*Elma – David McKee  *The Day the Crayons Quit - Frew Daywalt  * Funnybones - Janet and Alan Ahlberg 	Most Children will: * Link sounds to letters and can sound out most Phase 3-4 sounds and beginning to recognise some Phase 5 sounds (phonemes and digraphs). *Sort by initial phoneme. - Identifies the odd one out when hearing words that all but one begin with the same sound. *Know if there is a word within a longer word e.g. cat/caterpillar or spy/spider. *Orally blend two syllable words e.g. co-ffee. *Orally blend CVC words with long phonemes e.g. sh-ar-k/ s-oa-p. *Segment the sounds in simple words and blend them together, knowing which letters represent some of them. Some Children will: *Identify initial phonemes in a word. * Link sounds to letters and can sound out most single letters. * Orally blend multi syllable words e.g. e-le-phant.	Most Children will: * Sequence up to three pictures to show order of events. *Talk about events in a story. *Draw a picture to illustrate a story. *Answer questions (who, what, where) about a story *Explains what is happening in a picture. *Make a simple prediction about what might happen next in a story. Some Children will: * Predict how a story might end. *Predict what a story might be about after reading the title. *Predict what might happen based on what has been read so far. *Lift less obvious meaning from a picture (inference and prediction) e.g. 'Where do you think he is going?' or 'What do you think they are making?'	Most Children will: * Hold a sentence and repeat back the words in the right order. *Write a sentence in the correct order, holding words and phonemes. * Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. *Write simple sentences which can be read by themselves and others. Some Children will: * Make statements in the future tense. *Make statements in the past tense. *Form most letters correctly. *Write a simple sentence sometimes using punctuation.	Most Children will: * Count forwards and backwards in 1s, from 0 to 50. * Build numbers beyond 10. *Continue patterns beyond 10. *Begin to add. *Begin to take away. *Use a number line to 20. *Order numbers to 20. * Identify units of repeating patterns *Create own pattern rules *Explore own pattern rules Some Children will: * Count forwards in multiples of 10, from zero, or any other multiple, up to 10x10 *Count backwards, in multiples of 10, from zero, or any other multiple, up to 10x10 *Count in even numbers - Count in odd number *Understand the composition of numbers to 20. *Understand 1 more and 1 less. *Estimate on a number line to 20. *Compare numbers to 20.	Most Children will: * Recognise people who can help us when we are dysregulated. *Describe some simple ways we can help others to feel better if they are feeling sad or upset. *Recognise that when we get upset, angry or frustrated, our actions can affect others as well as ourselves. *Recognise strategies to prevent my own dysregulation. Some Children will: *Understand the concept of 'falling out' and 'making up' with friends. *Know who we can talk to if we are worried or unhappy in a friendship or relationship. *Understand and accept that people might have likes and dislikes that differ to their own



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<u>Most Children will:</u> * Stop and looks for traffic and can say when it is safe to cross a road. *Cross a road safely using a zebra crossing - wait for traffic to stop -confidently makes a decision when it is safe to cross *Cross a road using a pelican crossing independently (with adult supervision) *Consistently respond to positional language. *Understand danger linked to traveling as a pedestrian <u>Some Children will:</u> * Identify landmarks on a familiar route *Find way back from familiar location when lost. *Read/interpret simple map instructions by identifying familiar routes and landmarks.	<u>Most Children will:</u> * Enjoy joining in with family customs and routines. *Can talk about/ communicate about past and present events in their own lives and in the lives of family members. *Know that other children don't always enjoy the same things, and are sensitive to this. *Know about similarities and differences between themselves and others, and among families, communities and traditions. <u>Some Children will:</u> * Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. *Recognise some similarities and differences between life in this country and life in other countries.	<u>Most Children will:</u> * Independently mix primary colours to make a colour of choice. *Develop an understanding of primary and secondary colours. *Use paint to explore different tones of the same colour. *Make shadow patterns on the wall *Observe changes in shadow. *Aware of other artists' work. (Romero Britto/ Yayoi Kusama <u>Some Children will:</u> * Choose own resources for lesson/activity. *Collect resources and puts resources away. *Wash resources e.g. paint pots, brushes etc.	<u>Most Children will:</u> * Recognise differences in musical sounds. *Relate different musical sounds to different feelings and emotions. *Differentiate different timbres of different musical instruments. *Explore how differences in timbre may be made. *Explore the timbre of non-musical instruments. *Explore how the same instrument can create difference in timbre *Explore live music and the instruments used. <u>Some Children will:</u> * Relate different sound with different materials. *Interpret dramatic events using sound. *Experience music from different times, places and cultures. *Begin to use a wider range of musical instruments with control.	<u>Most Children will:</u> *Carry out basic movements on a range of terrains and apparatus. *Adapt speed of different basic movements. *Identify an appropriate basic moment to move over, under or through a piece of apparatus. *Run with basic techniques over different distances. *Show good posture and balance. *Sprint in a straight line. *Change direction when sprinting. <u>Some Children will:</u> * Maintain control as they change direction when jogging or sprinting. *Begin to select the most suitable pace and speed for distance. *Independently complete an obstacle course.	<u>Most Children will:</u> * Use a range of measuring equipment e.g. scales, cups, spoons etc. *Follow a recipe adding the correct quantities, for example 500g of flour to a mixture / 2 cups of flour. <u>Some Children will:</u> *Knows that germs can cause sickness *Knows where to store a range of food stuff *Effectively cleans surfaces. *Uses dishcloths, sponges etc correctly when washing dishes. *Independently cleans a table top surface ahead of cooking activity.