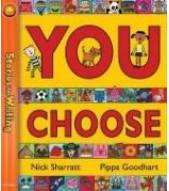

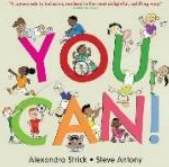
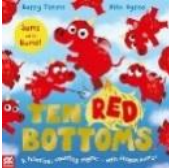
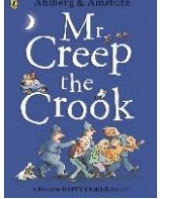




Autumn 1 Medium Term Plan

Class: Emerald

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"> *Link sounds to letters and can sound out most Phase 2 (phonemes and digraphs). *Can recognise and name/match sounds in my environment *Joins in with actions linked to a familiar rhyme, songs and stories. <p>Some Children</p> <ul style="list-style-type: none"> *Identify initial phonemes in a word. *Orally blend CVC words *Sort by initial phoneme. Identifies the odd one out when hearing words that all but one begins with the same sound. 	<p>Most Children</p> <ul style="list-style-type: none"> *Recognises familiar stories by their front cover. * Knows that words, signs and symbols convey meaning. *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"> * Respond to questions about familiar events or experiences using vocalisations, gestures, signs or symbols. *Use phonic knowledge to begin to read new and unfamiliar words 	<p>Most Children</p> <ul style="list-style-type: none"> *Enjoys drawing freely *Begins to use anti-clockwise movements and can retrace vertical lines *Makes marks on their picture to stand for their name. * I distinguish between the marks I make. *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 identify the initial letter of my name *Makes marks to represent their name *Includes a variety of letters and shapes within lines of scribble *Begin forming letters correctly. 	<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. *Count forwards in 1s, from 0 to 20 *Count backwards in 1s, from 20, to 0 *Count forwards in 1s, from a different starting number, within 20 *Count backwards in 1s, from a different starting number, within 20 *Counting doubles within 20 <p>Some Children</p> <ul style="list-style-type: none"> * Count forwards and backwards in 1s, from 0 to 30. * Build numbers beyond 10. *Continue patterns beyond 10. *Count objects from a larger group 	<p>Most Children</p> <ul style="list-style-type: none"> *Take turns to speak, accepting the need to 'wait'. *Play alongside peers, sharing resources and taking turns. *Communicate the want for a song/game to be repeated. *Choose which area of the classroom to play/work in. *Recognise class rules and routines <p>Some Children</p> <ul style="list-style-type: none"> * Ask questions to collect information *Listen to and accept the opinions of others *Work together as part of a group to achieved a shared goal. *Take part in simple class votes and accepting voting results. *Contribute to the creation of the class rules.



<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></p> <ul style="list-style-type: none"> *Shows some awareness of danger. * Find/point to body parts on their own body. * Find/point to body parts on someone else's body. *Selects clothing type according to weather when asked to put on clothing for warm/cold day *Walks independently outside of school *Stop and look for traffic and can say when it is safe to cross a road. *Cross a road safely using a pelican crossing - wait for traffic to stop -confidently makes a decision when it is safe to cross. <p><u>Some Children</u></p> <ul style="list-style-type: none"> * Recognise the names of smaller body parts e.g elbow. * Understand the purpose of some body parts *Know what body parts allow us to do e.g. legs/feet. kick a ball/hand/fingers. write or draw. *Know we have bones inside of our body. 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *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><u>Some Children</u></p> <ul style="list-style-type: none"> *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><u>Most Children</u></p> <ul style="list-style-type: none"> * Begin to collect some resources needed for lesson/activity. *Uses tools to achieve desired outcome *Colours a picture *Show their picture to a familiar adult * Use scissors and tearing to create a range of shapes. <p><u>Some Children</u></p> <ul style="list-style-type: none"> * Use a combination of materials that have been cut, torn and glued. *Explore different methods of fixing one material to another. 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *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><u>Some Children</u></p> <ul style="list-style-type: none"> *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><u>Most Children</u></p> <ul style="list-style-type: none"> *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><u>Some Children</u></p> <ul style="list-style-type: none"> *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><u>Most Children</u></p> <ul style="list-style-type: none"> *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. *Preparing for a cooking activity, following instructions to and developing independence to:-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><u>Some Children</u></p> <ul style="list-style-type: none"> *Recognises and names a range of food, including a range of fruit and vegetables as well as kitchen equipment *To show some understanding/awareness that an item may change its appearance when cooking