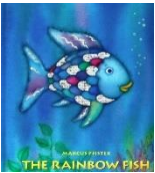
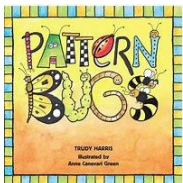
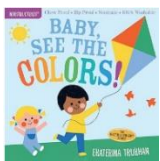




Autumn 2 Medium Term Plan

Class: Blossom

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> *To take part in daily rhyme time sessions, engaging with props and copying actions *To take part in daily phonics sessions, engaging with props and actions *To enjoy rhyming songs and stories *To respond to environmental sounds <u>Some Children</u> *To be able to recognise familiar sounds within the phonics provision *To begin to copy some sounds in phonics sessions *To identify and match sounds taught	<u>Most Children</u> *To make fleeting eye contact with the adult reading *To engage with and respond to daily stories, showing attention and interest in illustrations *To engage with sensory stories, reaching for props and moving them between hands <u>Some Children</u> *To indicate to an adult that they want a specific book reading to them *To fixate on an adult or object during stories, especially sensory stories *To independently explore books in provision, turning pages	<u>Most Children</u> *To look for reactions and responses to actions or communication *To explore a range of media tools *To explore with a range of musical instruments *To accept exploration of self, e.g. accepting a hand massage. <u>Some Children</u> *To make the choice to mark make on a range of materials using a range of media in provision *To tolerate tools in their hand to mark-make	Daily Counting/Number Practise <u>Most Children</u> * To show interest in patterned songs, rhymes and movements *To experience patterned objects and images *To begin to predict what happens next in predictable situations <u>Some Children</u> *To initiate and continue repeated actions *To show enjoyment of sequential movements or movements to music or light.	<u>Most Children</u> *To show interest and curiosity around stimuli of themselves and their families *To communicate the want for 'more', related to things that I like. *To allow comfort from a familiar adult when feeling sad or angry. <u>Some Children</u> *Respond to facial expressions which represent different emotions or feelings. *To accept help from familiar adults when dysregulated. *To engage in activities to support my regulation.



<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> *To respond positively during personal routines * To accept hands being washed with hand over hand support. *To tolerate wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream <u>Some Children</u> *To demonstrate an awareness of different items of clothing *To close Velcro fastening	<u>Most Children</u> *To enjoy pictures and stories about themselves, their families and other people. *Is curious about people and shows interest in stories about themselves and their family. *Closely observes what animals, people and vehicles do. <u>Some Children</u> *Has a sense of own immediate family and relations.	<u>Most Children</u> *To explore simple patterns using a range of colour * To explore primary and secondary colours *To appear to notice light. <u>Some Children</u> *To follow a light in a dark room. *To show an awareness if it is light or dark.	<u>Most Children</u> *To explore different musical instruments *To make links between music experienced in different activities or at specific times of the day e.g. the tidy up song. * <u>Some Children</u> *To experience and tolerate: -body sounds -struck and shaken instruments *To begin to move to music, listen or join in rhymes or songs	<u>Most Children</u> *To respond to a range of stimuli. *To move to music. *To lift one leg off the floor then the other <u>Some Children</u> *To Respond to music starting and stopping. *To experiment and explore the action of jumping in play *To jump up and down on the spot	<u>Most Children</u> *To explore filling and emptying a range of containers *To pour water/sand/cereal etc into a range of containers. <u>Some Children</u> *To support, adds the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips.