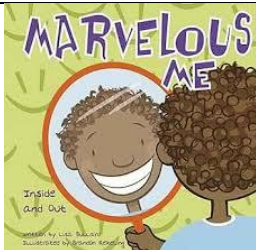
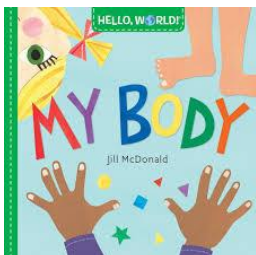
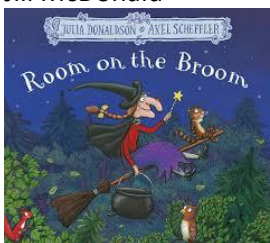




Autumn 1 Medium Term Plan

Class: Pink

Topic: Me, Myself and I

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
 <p>*Marvelous Me by Lisa Bullard</p>  <p>*Hello World! My Body by Jill McDonald</p>  <p>*Room on the Broom by Julia Donaldson</p>	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *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 <p><u>Some Children</u></p> <ul style="list-style-type: none"> *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 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *Accepts an object being placed into hands. *Handles books independently. *Shows an interest in illustrations and print in the environment. <p><u>Some Children</u></p> <ul style="list-style-type: none"> *Indicates to an adult that they want them to read a specific book. *Recognises the object shown in a photograph. *Eye gaze is fixated for longer periods of time. 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *I am beginning to explore a range of media *Will tolerate tools in their hand to mark-make *I make marks with a range of media <p><u>Some Children</u></p> <ul style="list-style-type: none"> *Scribbles spontaneously when given paper and mark-making materials. *Shows preference for one hand *Chooses to mark-make 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *Takes part in finger rhymes/songs with numbers. *Responds to words like <i>more</i>. *Can reach for or look at objects as they are counted. <p><u>Some Children</u></p> <ul style="list-style-type: none"> *Numbers to 10 Count forwards in 1s, from 0 to 10 *Count backwards in 1s, from 10, to 0 *Begins to anticipate the ending or key elements of rhymes, songs and number games. 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *Tolerate being in a working space with my peers. *Accept taking turns (with adult support) *Begin to accept a consequence when rules are not followed. <p><u>Some Children</u></p> <ul style="list-style-type: none"> *Recognise family members and special people when shown visual stimuli *Communicate the want for 'more', related to things that I like. *Shows some awareness of acceptable and unacceptable behaviours around peers.



<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> *walks with their group without running or walking ahead *Accepts exploration of self, e.g. accepting a hand massage. *Demonstrates a preference in food tastes</p> <p><u>Some Children</u> *Begins to follow a programme of toileting with verbal support. *Walks in a line around school *Points to main features on face/body when asked.</p>	<p><u>Most Children</u> *Is curious about people and shows interest in stories about themselves and their family. *Explores cause and effect toys. *Explore a range of items using senses</p> <p><u>Some Children</u> *In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc *To match picture to picture/object to symbol etc.</p>	<p><u>Most Children</u> *Explores and shows an interest a range of textures and media. *Shows some awareness of cause and effect in a creative process. *Tolerates body parts being used for printing. *Looks at self in mirror *To run hands through a range of media (rice, water, sand etc)</p> <p><u>Some Children</u> *Recognises when hands need to be washed. *Tears and crumples paper *Realises they see self in mirror</p>	<p><u>Most Children</u> *Explores different musical instruments *Explores how different sounds can be made (with instruments and body) *Shows attention to sounds and music</p> <p><u>Some Children</u> *Makes links between music they hear and certain routines – sitting song *Responds to early interaction rhymes and action songs *Develops an understanding of how to create and use sounds intentionally</p>	<p><u>Most Children</u> *Refine basic movement skills including -running -walking -jumping -climbing *Walk safely in space, showing awareness of others and objects around them.</p> <p><u>Some Children</u> *Show the difference between walking and running. *Run from a start point to an end point. *Experiment and explore the action of jumping in play. *Lift one leg from the floor and then the other.</p>	<p><u>Most Children</u> *Tolerates washing and drying hands *Explores food from a range of countries and cultures using sensory activities, exploring colour, smell etc. *Fills and empties jugs and containers</p> <p><u>Some Children</u> *Use a wooden spoon to mix. *Holds bowl with non-mixing hand. *To know what food is e.g. recognising if we can eat something or not</p>