



Autumn 2 Medium Term Plan

Class: Blossom

Topic: Winter Wonderland

Key Texts	Phonics	Reading	Mark Making	Maths	PSHE/British Values
	<p>Most Children</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>Some Children</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>Most Children</p> <ul style="list-style-type: none"> * To accept an object being placed into hands. * To become visually alert and can/will fixate on a familiar person or object. * To responds to early interaction rhymes. <p>Some Children</p> <ul style="list-style-type: none"> * To enjoy rhyming stories, songs and rhymes. * To indicate wanting 'more' during interaction rhymes. *To recognise familiar people 	<p>Most Children</p> <ul style="list-style-type: none"> * To be able to make connections between their movement and the marks they make. *To make controlled movements with arms and legs. *To explore with a range of musical instruments *To accepts exploration of self, e.g. accepting a hand massage. *To begin to hold objects *To be able to enjoys the sensory experience of making marks in damp sand, paste or paint. <p>Some Children</p> <ul style="list-style-type: none"> *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 	<p>Daily Counting/Number Practise</p> <p>Most Children</p> <ul style="list-style-type: none"> *To develop awareness of their own bodies e.g. through sensory massage and singing songs *To develop an awareness of their own bodies, that their body has different parts and where these are in relation to each other *To communicate the idea of 'surprise' as an object is revealed or on hearing an unexpected noise in a familiar sequence. <p>Some children?</p>	<p>Most Children</p> <ul style="list-style-type: none"> *To accept help from a familiar adult when hurt. * To engage with toileting programme (where appropriate) <p>Some Children</p> <ul style="list-style-type: none"> * To accept help from familiar adults when dysregulated. * To move around school safely.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Gross Motor</u>
<p><u>Most Children</u> * To be able to walk in a line around school * To walk with their group without running or walking ahead</p> <p><u>Some Children</u> * To walk independently without running away (Within secure school areas) *To find their way to a familiar room when shown a symbol or object of reference</p>	<p><u>Most Children</u> *To explore a range of animals through symbols and concrete objects *To be exposed to a range of animal sounds within their environment and beyond *Closely observes what animals, people and vehicles do.</p> <p><u>Some Children</u> *To begin to match a concrete object to a symbol or an animal beyond their close environment.</p>	<p><u>Most Children</u> *To explore simple printing *To be able tolerate body parts being used for printing</p> <p><u>Some Children</u> *Print pictures with a range of materials e.g. sponges/reels</p>	<p><u>Most Children</u> * To begin to respond to 'stop' and 'start' with support *To tolerate a range of action, counting and other simple songs.</p>	<p><u>Most Children</u> *To be able to refine basic movements ie. Running, walking, jumping and climbing *To be able to walk safely in a space</p> <p><u>Some Children</u> * To experiment and explore the action of jumping in play.</p>	<p><u>Most Children</u> *To be able to crawl (over, under and through objects or items) *To be able roll over from front to back and back to front. *To be able to enjoys the sensory experience of making marks in damp sand, paste or paint.</p> <p><u>Some Children</u> *To make controlled movements with arms and legs.</p>