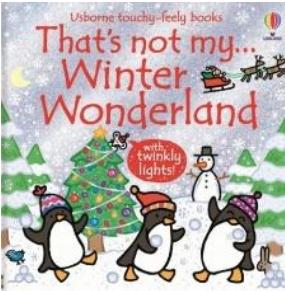
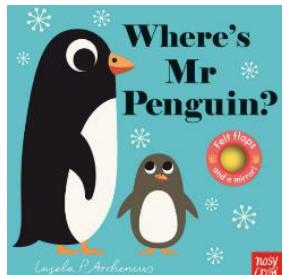




Autumn 2 Medium Term Plan

Class: Blossom

Topic: Winter Wonderland

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



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Gross Motor</u>
<p><b>Most Children</b></p> <ul style="list-style-type: none"><li>* To be able to walk in a line around school</li><li>* To walk with their group without running or walking ahead</li></ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"><li>* To walk independently without running away (Within secure school areas)</li><li>*To find their way to a familiar room when shown a symbol or object of reference</li></ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"><li>*To explore a range of animals through symbols and concrete objects</li><li>*To be exposed to a range of animal sounds within their environment and beyond</li><li>*Closely observes what animals, people and vehicles do.</li></ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"><li>*To begin to match a concrete object to a symbol or an animal beyond their close environment.</li></ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"><li>*To explore simple printing</li><li>*To be able tolerate body parts being used for printing</li></ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"><li>*Print pictures with a range of materials e.g. sponges/reels</li></ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"><li>* To begin to respond to 'stop' and 'start' with support</li><li>*To tolerate a range of action, counting and other simple songs.</li></ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"><li>*To be able to refine basic movements ie. Running, walking, jumping and climbing</li><li>*To be able to walk safely in a space</li></ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"><li>* To experiment and explore the action of jumping in play.</li></ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"><li>*To be able to crawl (over, under and through objects or items)</li><li>*To be able roll over from front to back and back to front.</li><li>*To be able to enjoys the sensory experience of making marks in damp sand, paste or paint.</li></ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"><li>*To make controlled movements with arms and legs.</li></ul>