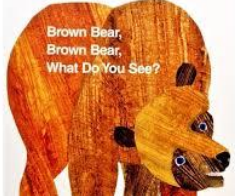
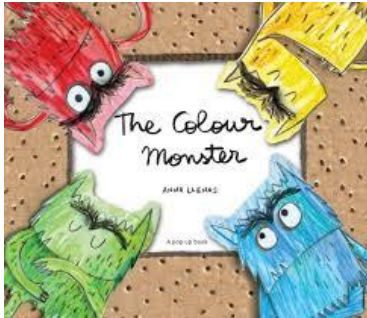
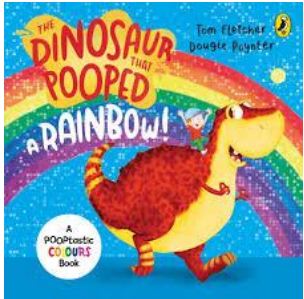




Autumn 2 Medium Term Plan

Class: Ruby Class

Topic: Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	Most Children *To take part in daily rhyme time sessions. This will be rotated on a 2 weekly basis. *To take part in daily phonics sessions. *To explore the weekly provision phonics themed tuff tray. *To recognise what is missing linked to sound of the week. Some Children *To begin to recognise some sounds within phonics. * To begin to identify some sounds within the environment. *To begin to copy some sounds that they hear.	Most Children *To take part in whole class story sessions daily. *To have a sensory story focus that will be changed fortnightly and activities will be linked to it. *To begin to explore sensory resources with more confidence linked to reading. *To turn the pages of a book correctly. Some Children *To be able to match 2 of the same objects. *To begin to initiate to an adult that they would like a story to be read to them. *To begin to use story props appropriately.	Most Children *To take part in dough disco sessions weekly. *To take part in daily action songs. *To use a range of media for mark making. *To take part in Squiggle whilst you wiggle programme. Some Children *To begin to use a writing implement correctly. * To progress onto the next step of the pre writing shapes. *To explore different mark making equipment with greater independence. *	Most Children *To take part in daily counting songs. *To access props linked to number rhyme of the week. *To look at repetitive patterns within a song. *To listen to the story- Pattern by Henry Pluckrose. Some Children * To look at patterns including patterns within the environment. *To look at body patterns and begin to use bodies to make their own patterns. * To be able to find patterns. *To look at routines and patterns that we use every day (schedule). *Mastering Number Week 1,2,3	Most Children *To understand regulation activities and be able to request them from an adult with greater independence. *To look at different likes and dislikes. *To look at happy and sad emotion from last term. Some Children *To be able to recognise family members and friends when looking at different resources within the environment. *To look at and celebrate different festivals and celebrations.



<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 find own socks and shoes at the end of PE. *To be able to walk in a line around school to different areas. *To request drinks during the school day using a communication board. <u>Some Children</u> *To be able to get some resources for cookery independently. *To understand toileting needs. *To begin to do handwashing with greater independence.	<u>Most Children</u> *To recognise and find family members within the environment. *To recognise peers within the classroom environment. *To take part in a weekly colour themed sensory session. <u>Some Children</u> *To explore cause and effect toys. *To look at different scientific equipment and their uses *To take part in a “senses” hunt around school and different environments.	<u>Most Children</u> *To experiment with different textures and materials. *To look at and recreate work from Jackson Pollock. <u>Some Children</u> * To use a range of media and recognise when it has been used. *To use a range of art materials within the provision. *To be able to find and collect art materials within the provision.	<u>Most Children</u> *To take part in weekly charanga sessions. *To begin to follow instructions within the music session. *To recognise routines within the music sessions. <u>Some Children</u> *To be able to recognise louder and quieter. *To explore more areas of charanga *To look at a bigger range of musical instruments.	<u>Most Children</u> *To take part in weekly PE sessions with football coach- Alex. * To practise running and jumping skills within the PE session. *To run faster and slower following instructions within the <u>Some Children</u> *To begin to run and jump with greater independence. *To be able to follow instructions with a PE sessions following visual prompts.	<u>Most Children</u> *To be able to follow the sequence of a cooking activity with visuals. *To be able to follow a basic biscuit recipe with greater independence. *To be able to decorate items made in cookery waiting for them to cool down. <u>Some Children</u> *To be able to follow step by step instructions to make biscuits each week gradually increasing on the independence. *To be able to prepare for a cooking task.