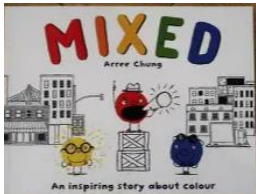
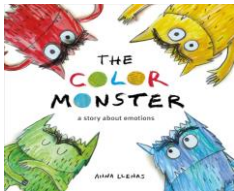
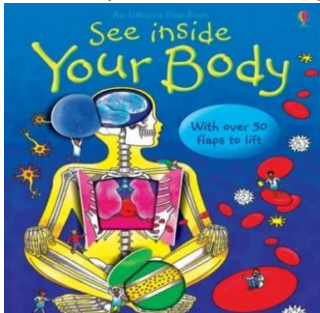




## Autumn 1 Medium Term Plan

**Class:** Teal

**Topic:** Me, Myself and I

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p>*Mixed – Aree Chung</p>  <p>*The Colour Monster – Anna Llenas</p>  <p>*See Inside Your Body (NF) - Katie Doynes and Colin Key</p> 	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>* Link sounds to letters and can sound out most Phase 2 - 3 (phonemes and digraphs).</li> <li>*Sort by initial phoneme. Identifies the odd one out when hearing words that all but one begin with the same sound.</li> <li>*Know if there is a word within a longer word e.g. cat/caterpillar or spy/spider.</li> <li>*Orally blend two syllable words e.g. co-ffee.</li> <li>*Orally blend CVC words with long phonemes e.g. sh-ar-k/ s-oa-p.</li> <li>*Segment the sounds in simple words and blend them together, knowing which letters represent some of them.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Identify initial phonemes in a word.</li> <li>* Link sounds to letters and can sound out most single letters.</li> <li>* Orally blend three syllable words e.g. e-le-phant.</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>* Communicate clearly, even when they have lots to think about and say.</li> <li>*Know how to ask others for clarification if they have not been understood.</li> <li>* Respond to questions about familiar events or experiences using vocalisations, gestures, signs or symbols.</li> <li>*Use phonic knowledge to begin to read new and unfamiliar words</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>* Offer explanations and more detail when asked.</li> <li>*Be aware of listener when speaking.</li> <li>*Use phonic knowledge confidently to read new and unfamiliar words</li> <li>*Use phonic knowledge to read sentences.</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>* Hold a sentence and repeat back the words in the right order.</li> <li>*Write a sentence in the correct order, holding words and phonemes.</li> <li>* Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</li> <li>*Write simple sentences which can be read by themselves and others.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>* Make statements in the future tense.</li> <li>*Make statements in the past tense.</li> <li>*Form most letters correctly.</li> <li>*Write a simple sentence sometimes using punctuation.</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>* Count forwards and backwards in 1s, from 0 to 50.</li> <li>* Build numbers beyond 10.</li> <li>*Continue patterns beyond 10.</li> <li>*Begin to add.</li> <li>*Begin to take away.</li> <li>*Use a number line to 20.</li> <li>*Order numbers to 20.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>* Count forwards in multiples of 10, from zero, or any other multiple, up to 10x10</li> <li>*Count backwards, in multiples of 10, from zero, or any other multiple, up to 10x10</li> <li>*Count in even numbers</li> <li>Count in odd number</li> <li>*Understand the composition of numbers to 20.</li> <li>*Understand 1 more and 1 less.</li> <li>*Estimate on a number line to 20.</li> <li>*Compare numbers to 20.</li> </ul>	<p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>*Take turns to speak, accepting the need to 'wait'.</li> <li>*Play alongside peers, sharing resources and taking turns.</li> <li>*Communicate the want for a song/game to be repeated.</li> <li>*Choose which area of the classroom to play/work in.</li> <li>*Recognise class rules and routines</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>* Ask questions to collect information</li> <li>*Listen to and accept the opinions of others</li> <li>*Work together as part of a group to achieved a shared goal.</li> <li>*Take part in simple class votes and accepting voting results.</li> <li>*Contribute to the creation of the class rules</li> </ul>



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b><u>Most Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Recognise the names of smaller body parts e.g elbow.</li> <li>* find/point to body parts on their own body.</li> <li>* find/point to body parts on someone else's body.</li> <li>* Stop and look for traffic and can say when it is safe to cross a road.</li> <li>* Cross a road safely using a zebra crossing: <ul style="list-style-type: none"> <li>- wait for traffic to stop</li> <li>- confidently makes a decision when it is safe to cross.</li> </ul> </li> </ul> <p><b><u>Some Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Understand the purpose of some body parts</li> <li>* Know what body parts allow us to do e.g. legs/feet. <ul style="list-style-type: none"> <li>→ kick a ball/hand/fingers.</li> <li>→ write or draw.</li> </ul> </li> <li>* Know we have bones inside of our body.</li> <li>* Cross a road using a pelican crossing independently (with adult supervision).</li> </ul>	<p><b><u>Most Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Show interest in the lives of people who are familiar to them.</li> <li>* Show interest in different occupations and ways of life.</li> <li>* Begin to recognise differences in people.</li> </ul> <p><b><u>Some Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Remember and talk about/communicates about significant events in their own experience.</li> <li>* Recognises and describe special times or events for family or friends.</li> <li>* Have an understanding of occupations and can say jobs they would like/would not like.</li> <li>* Know some of the things that make them unique, and can talk about/communicate about some of the similarities and differences in relation to friends or family.</li> </ul>	<p><b><u>Most Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Begin to collect some resources needed for lesson/activity.</li> <li>* With support, wash some resources e.g. paint brushes/pots.</li> <li>* Communicate about texture e.g. rough, smooth, bumpy, spiky, shiny, dull etc.</li> <li>* Use scissors and tearing to create a range of shapes.</li> </ul> <p><b><u>Some Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Choose own resources for lesson/activity.</li> <li>* Collect resources and puts resources away.</li> <li>* Wash resources e.g. paint pots, brushes etc.</li> <li>* Create a woven effect by pushing and pulling over and under.</li> <li>* Use a combination of materials that have been cut, torn and glued.</li> <li>* Explore different methods of fixing one material to another.</li> </ul>	<p><b><u>Most Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Recognise differences in musical sounds.</li> <li>* Relate different musical sounds to different feelings and emotions.</li> <li>* Differentiate different timbres of different musical instruments.</li> <li>* Explore how differences in timbre may be made.</li> <li>* Explore the timbre of non-musical instruments.</li> <li>* Explore how the same instrument can create difference in timbre</li> <li>* Explore live music and the instruments used.</li> </ul> <p><b><u>Some Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Relate different sound with different materials.</li> <li>* Interpret dramatic events using sound.</li> <li>* Experience music from different times, places and cultures.</li> <li>* Begin to use a wider range of musical instruments with control.</li> </ul>	<p><b><u>Most Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Independently enter the pool safely.</li> <li>* Independently exit the pool safely.</li> <li>* Use stroking movement with arms.</li> <li>* Balance float on back.</li> <li>* Submerge head in water.</li> <li>* Kick with straight legs.</li> </ul> <p><b><u>Some Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Use kicking legs and a floater to move through the water.</li> <li>* Regain balance after lifting legs off the floor consistently.</li> <li>* Float on back and kick legs to move.</li> <li>* Begin to use arms and legs together to move across the water.</li> </ul>	<p><b><u>Most Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Follow a series of instructions (with signs and symbols).</li> <li>* Know when you might need help in the kitchen.</li> <li>* With support, use an electric whisk.</li> </ul> <p><b><u>Some Children will:</u></b></p> <ul style="list-style-type: none"> <li>* Independently clean a table top surface ahead of cooking activity.</li> <li>* Find kitchen equipment and utensils.</li> <li>* Name a range of kitchen utensils and equipment.</li> <li>* Talk about accidents that could happen in the kitchen.</li> <li>* Recognises how much squash is needed to make a drink (individual drink/jug full).</li> </ul>