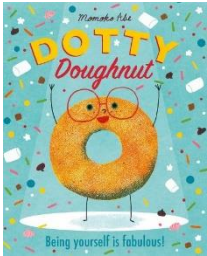
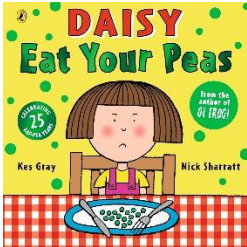
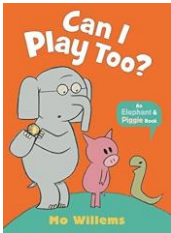
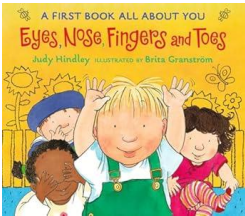




Autumn 1 Medium Term Plan

Class: Mint

Topic: Me, Myself and I

Key Texts	Phonics	Reading	Mark Making/Writing	Maths - Number	PHSE/British Values
   	<p>Most Children will:</p> <ul style="list-style-type: none"> *Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol *Keep a steady beat to a piece of music or to a rhythm. *Copy simple rhythms using claps, instruments or body percussions. *Clap one, two or three syllable words. *Recognises some letters and symbols. <p>Some Children will:</p> <ul style="list-style-type: none"> *Respond to early interaction rhymes. *Indicate wanting 'more' during interaction rhymes. *Enjoy rhyming stories, songs and rhymes. *React to music with a strong and steady beat. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Develop play around familiar stories, rhymes or songs. *Begin to copy and repeat sounds, actions, words or phrases. *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. *Repeat repetitive words, sounds or phrases from a story or rhyme. *Fill in missing words, sounds or phrases in familiar stories or rhymes. *Respond to very simple questions e.g. Where is your tummy <p>Some Children will:</p> <ul style="list-style-type: none"> *Fixate on a familiar person or object e.g. in a sensory story. *Select familiar objects by name, finding the correct object from a small group of objects. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Make marks to represent their name *Begin to use anti-clockwise movements and retrace vertical lines *Trace/imitate circular movements *Trace horizontal movements *Imitate horizontal strokes *Imitate vertical strokes. *Draw lines or shapes on a large scale *Show preference for one hand *Identify the initial letter of their name <p>Some Children will:</p> <ul style="list-style-type: none"> *Explore a range of media *Make marks on paper and on other surfaces 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Join in number rhymes, songs and number games. *Count forwards in 1s, from 0 to 20 *Count backwards in 1s, from 20, to 0 *Count forwards in 1s, from a different starting number, within 20 *Count backwards in 1s, from a different starting number, within 20 <p>Some Children will:</p> <ul style="list-style-type: none"> *Take part in finger rhymes/songs with numbers. *Begin to anticipate the ending or key elements of rhymes, songs and number games. *Count forwards in 1s, from 0 to 10 *Count backwards in 1s, from 10, to 0 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Identify likes and dislikes *Choose to complete activities that reflect their strength. *Recognise things that make them feel sad, worried or angry. *Explore making facial expressions to represent the feelings of worried, angry, sad *Recognise kind and unkind behaviours. *Begin to take turns with more independence. *Begin to listen to those around them. *Identify family members *Play alongside others. *Accept children playing with them. *Communicate how they are feeling when around their peers (sometimes not appropriately) <p>Some Children will:</p> <ul style="list-style-type: none"> *Recognise that there is their self and that there are others around them. *Respond to positive praise *Communicate the want for 'more', related to things that they like



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>P.E.</u>	<u>Food Technology</u>
<p><u>Most Children will:</u> *Recognise the names of smaller body parts e.g elbow *Find/point to body parts on their own body *Find/point to body parts on someone else's body *Name some parts of their body</p> <p><u>Some Children will:</u> *Begin to observe their own body e.g. watching their own hands *Point to main features on their face/body when asked.</p>	<p><u>Most Children will:</u> *Meet and greet people in an appropriate way *Show an awareness that they have similarities and differences that connect them to, and distinguish them from, others. *Show interest in the lives of people who are familiar to them *Show interest in different occupations and ways of life. *Begin to recognise differences in people.</p> <p><u>Some Children will:</u> *Be curious about people and show interest in stories about themselves and family. *Enjoy pictures and stories about themselves, families and other people. *Have a sense of own immediate family and relations. *Imitate everyday actions and events from their own family and cultural background</p>	<p><u>Most children will:</u> * Put an apron on and take it off independently *Stick a range of materials. *Use plasticine/dough to sculpt.</p> <p><u>Some Children will:</u> *Tolerate wearing an art apron *Explore a range of materials using hands and feet. *Tear material, accidentally or with intent, and examine the result. *Scrunch paper and examine the result.</p>	<p><u>Most children will:</u> *Learn the song Hey You *Listen to different timbres of different instruments. *Explore the different sounds of instruments *Play instruments with increasing control to express feelings and ideas. *Begin to show preference for different music. *Use dominant hand when playing musical instruments. *Practise using two beaters on tuned instruments.</p> <p><u>Some Children will:</u> *Experience different musical sounds. *Explore a range of musical instruments. *React to sounds made by themselves *Explore how sounds can be made.</p>	<p><u>Most Children will:</u> *Move safely in a space showing an awareness of others and objects around them *Vary their pace and speed *Jog in a straight trail. *Change direction *Perform different types of jumps</p> <p><u>Some Children will:</u> * Show the difference between walking and running *Transition from running to walking *Run from a start point to an end point * Begin to balance on one leg *Jump up and down on the spot</p>	<p><u>Most Children will:</u> *Fill a jug with water, knowing when to stop. *Pour water from a jug into smaller cups. *Pour cereal into a bowl, putting excess cereal back into box if needed. *Pour milk onto cereal, into a bowl -pour with control, knowing when to stop. *Use an electric whisk with support-Holding the bowl with their non-whisking hand (may require some hand over hand)</p> <p><u>Some Children will:</u> *Fill and empty jugs and containers (water/sand/cereal etc). *Pour water/sand/cereal etc into a range of containers. *Use cups to pour cereal into a bowl. *Use cups to pour milk into a bowl. *Use a wooden spoon to mix. *Hold a bowl with their non-mixing hand.</p>