



Autumn 1 Medium Term Plan

Class: Raspberry

Topic: My People

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Physical Development and Mark Making</u>	<u>Maths</u>	<u>PSHE/British Values</u>
Love makes a family- Sophie Beer Whose Knees are these- Jabari Asim Guess how much a I love you- Sam McBratney Families, Families Families- Suzanne Lang	Most Children *Accepts an object being placed into hands. *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Looks for responses and reactions to actions or communication. *Enjoys rhyming stories, songs and rhymes. *Reacts to sudden and loud sounds. *Reacts to normal, everyday sounds. Some Children *Matches two of the same objects. *Indicate wanting 'more' during interaction rhymes. *Matches objects to pictures *Recognises some letters and symbols.	Most Children *Accepts an object being placed into hands. *Visually alert and can/will fixate on a familiar person or object. *Enjoys rhyming stories, songs and rhymes. Some Children *Indicate wanting 'more' during interaction rhymes. *Turns pages in books. *Handles books independently. *Begins to join in with actions linked to a familiar rhyme, songs and stories.	Most Children *Holds an object in each hand and brings them together in the middle e.g. holds two blocks and bangs them together. *Enjoys the sensory experience of making marks in damp sand, paste or paint. *Makes connections between their movement and the marks they make. *Will make marks on paper and on other surfaces *Explore with a range of musical instruments *Makes marks with a range of media Some Children *Will tolerate tools in their hand to mark-make *Picks up small objects between thumb and fingers. *Can recognise mark-making materials	Most Children *Develop early counting fluency by joining in with daily counting experiences. *Begins to join in number rhymes and songs. *Anticipate the ending or key elements of rhymes, songs and number games. *Begins to count forwards in 1's, from 0 to 10 *reach for or look toward objects as they are counted — showing awareness of quantity through gaze and movement. *Look from one object to another during games, rhymes, or activities — beginning to coordinate attention across multiple items Some children *Look for objects that have moved out of sight — showing early understanding that quantities and items continue to exist. *develop counting-like actions — such as making sounds, pointing, or attempting to say number words in sequence	Most Children *Recognise that there is self and there are others around me. *Respond to positive praise *Communicate the want for 'more', related to things that I like. *Demonstrate 'good listening' *Tolerates washing hands using soap. Some Children *Respond to stimuli shown linked to the feelings of angry/sad. *Allow comfort from a familiar adult when feeling sad or angry. *Shows some independence when washing hands



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
Most Children *Follows one step directions when getting dressed/undressed *Pulls up/takes down pants/nappy/underpants *Participates more actively in the dressing process *Holds arm out for sleeve *Puts arm down sleeve *Tolerates wearing clothing in social situations *Accepts hands being washed with hand over hand support. *Walks in a line around school -walks without pulling away when holding an adult's hand. -walks independently without running away -walks with their group without running or walking ahead Some Children *Identifies own belongings e.g. coat/shoes etc *Puts on their socks (not always correctly) *Closes Velcro fastening *Can find their way to a familiar room *Responds to instructions of stop/go	Most Children *Is curious about people and shows interest in stories about themselves and their family. *Enjoys pictures and stories about themselves, their families and other people. *Moves eyes, then head, to follow moving objects *Explore a range of items using senses *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc *Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times Some Children *Has a sense of own immediate family and relations. *Beginning to show an interest in peers *Communicates foods they like/dislike *Explores new food – touch, smell etc. *Explore materials with different properties. *Explore how things work	Most Children *Explores mark making using hands and feet to create marks, including lines. *Uses a range of materials to mark make. *Tolerates hands being washed *Explores and shows an interest a range of textures and media *Looks at self in mirror Some Children - Draws a face with some noticeable features *Makes deliberate marks *Realises there is a range of colours that can be used *Recognises when hands need to be washed *Creates sound effects and movements e.g. creates the sound of cars, animals etc	Most Children *React to music with a strong, steady beat. *Enjoy dancing, marching and using musical instruments alongside music and rhythm *Listens to simple rhythms being tapped out *Respond to early interaction rhymes involving physical closeness and being face-to-face. *Indicate wanting 'more' during interaction rhymes and, later, initiate them. Some Children *Keep a steady beat alongside others or to a piece of music or rhythm *Begins to move to music, listen or join in rhymes or songs *Mirrors and improvises actions they have observed, e.g. clapping or waving	Most Children *Refine basic movement skills including -running -walking -jumping -climbing *Walk safely in space, showing awareness of others and objects around them. *Lift one leg from the floor and then the other. Some Children *Show the difference between walking and running *Show the difference between walking and running.	Most Children *Preparing for a cooking activity, tolerating: -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up *Fills and empties jugs and containers (water/sand/cereal etc). *Pours water/sand/cereal etc into a range of containers. Some Children *Uses cups to pour cereal into a bowl. *Uses cups to pour milk into a bowl.