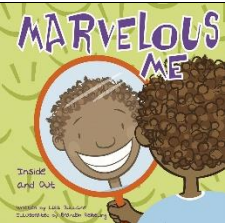
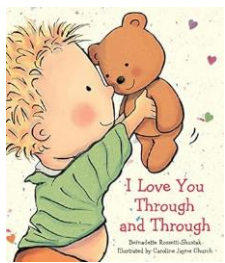
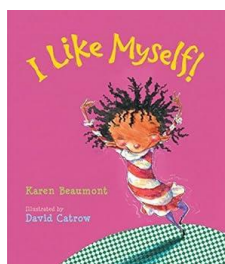




Autumn 1 Medium Term Plan

Class: Scarlet

Topic: All About Me

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	<p>Most Children</p> <ul style="list-style-type: none"> *Responds to own name. *Uses body language, pointing or gesture to gain attention of others. *Reacts to normal, everyday sounds. <p>Some Children</p> <ul style="list-style-type: none"> *Vocalisations are more consistent e.g., different sounds are used to convey different meanings. *Experiments with voice sounds e.g. pitch, volume etc *Attempts to keep a beat in simple body percussion activities 	<p>Most Children</p> <ul style="list-style-type: none"> *Begins to copy actions. *Handles books independently. *Turns pages in books. <p>Some Children</p> <ul style="list-style-type: none"> *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Can recognise and name/match sounds in my environment. *Responds to pictures in a familiar text. 	<p>Most Children</p> <ul style="list-style-type: none"> *I am beginning to explore a range of media *Will tolerate tools in their hand to mark-make *Will make marks on paper and on other surfaces <p>Some Children</p> <ul style="list-style-type: none"> *Communicates an appropriate word to complete a sentence when an adult pauses e.g. We're going to the (zoo/farm/shop etc) *Can make controlled marks which have repetitive elements *I sometimes give meaning to the marks I draw/paint etc. 	<p>Most Children</p> <ul style="list-style-type: none"> * Takes part in finger rhymes/songs with numbers. * Begins to anticipate the ending or key elements of rhymes, songs and number games. *Hear some number names <p>Some Children</p> <ul style="list-style-type: none"> * Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence * Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. * Find 1, 2 and 3 	<p>Most Children</p> <ul style="list-style-type: none"> *Responds to positive praise *Communicate the want for 'more', related to things that I like *Allow comfort from a familiar adult when feeling sad or angry <p>Some Children</p> <ul style="list-style-type: none"> *Accept taking turns (with adult support) *Recognise family members and special people when shown visual stimuli *Tolerate being in a working space with my peers



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><u>Most Children</u> * Walks without pulling away when holding an adult's hand. * Reacts to different food texture put into their mouth * Accepts their hand being guided over a range of textures</p> <p><u>Some Children</u> * Responds to instructions of stop/go. * Points to main features on face/body when asked. * Accepts hands being washed with hand over hand support.</p>	<p><u>Most Children</u> * Enjoys pictures and stories about themselves, their families and other people. * Explore a range of items using senses * Explores new food – touch, smell etc.</p> <p><u>Some Children</u> * To match picture to picture/object to symbol etc. * Beginning to show an interest in peers * Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them</p>	<p><u>Most Children</u> * Explores and shows an interest a range of textures and media. * Uses a range of tools to mark make. * Sticks a range of materials.</p> <p><u>Some Children</u> * Draws a range of 'lines' including, wavy, zig zag, circle. * Tears material, accidentally or with intent, and examines. * Creates sound effects and movements e.g. creates the sound of cars, animals etc.</p>	<p><u>Most Children</u> * Experience different musical sounds. * Explore and experiment an increasing range of media (including musical instruments) and movement. * Explores body sounds.</p> <p><u>Some Children</u> * Communicates likes/dislikes related to the sound a musical instrument makes. * Shows attention to sounds and music. * Matches familiar sounds</p>	<p><u>Most Children</u> * Move in the water independently. * Submerges head in water. * Enter a pool safely with support.</p> <p><u>Some Children</u> * To walk in the water independently. * Put feet to the bottom of the pool. * Maintain balance in the water.</p>	<p><u>Most Children</u> * Fills and empties jugs and containers (water/sand/cereal etc). * Pours water/sand/cereal etc into a range of containers. * Uses cups to pour cereal into a bowl.</p> <p><u>Some Children</u> * Recognises and finds some simple kitchen equipment. * Use a wooden spoon to mix. * Uses cups to pour milk into a bowl.</p>



Columbia Grange
School