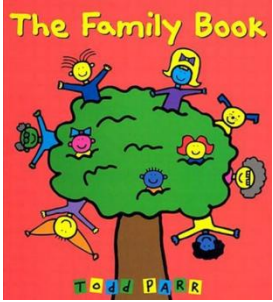
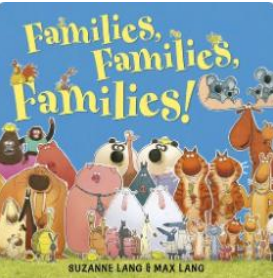




Autumn 1 Medium Term Plan

Class: Lavender

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>
  	<u>Most Children</u> *Enjoys rhyming stories, songs and rhymes. *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Looks for responses and reactions to actions or communication. *Reacts to normal, everyday sounds. <u>Some Children</u> *Matches two of the same objects. *Indicate wanting 'more' during interaction rhymes. *Matches objects to pictures *Recognises some letters and symbols. *Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol *Finds it funny when an adult makes a deliberate mistake during a rhyming story or song. *I can segment the sounds in simple words and blend them together. * Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters	<u>Most Children</u> *Chooses books to look at independently. *Visually alert and can/will fixate on a familiar person or object. *Enjoys rhyming stories, songs and rhymes. *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Enjoys listening to familiar adults reading stories. *Turns pages in a book (sometimes several at once) <u>Some Children</u> *Turns pages in books. *Handles books independently. *Shows an interest in pictures or photographs. *Recognises own name. *Answers simple 2 key word questions about a story e.g. 'Is the bear black?' Yes/No *Lifts meaning from a picture e.g. what is he doing/what is happening etc?	<u>Most Children</u> *Will tolerate tools in their hand to mark-make *Can recognise mark-making materials *Will make marks on paper and on other surfaces *Can make marks with a range of media *Makes marks on their picture to stand for their name. *Shows control in holding and using jugs to pour, hammers, books and mark making tools. *Imitates drawing simple shapes such as circles and lines. <u>Some Children</u> *Can copy some letters, e.g. letters from their name. *Picks up small objects between thumb and fingers. *Draws lines and circles using gross motor movements. *Attempts to write words using letter sound knowledge *Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	<u>Most Children.</u> *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 <u>Some children</u> *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.	<u>Most Children</u> **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' *Explore making facial expressions to represent the feelings of worried, angry, sad *Recognise kind and unkind behaviours. <u>Some Children</u> *Respond to stimuli shown linked to the feelings of angry/sad. *Allow comfort from a familiar adult when feeling sad or angry. *Identify family members



<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> *Can find their way to a familiar room *Responds to instructions of stop/go. -walks with their group without running or walking ahead *Shows awareness of sharp objects in the classroom e.g. scissors *Places coat on a hook *Names common items of clothing *Recognises that shoes go on specific feet *Chooses their preferred food choice. *Accepts hands being washed with hand over hand support. *Recognises needing the toilet independently <u>Some Children</u> *Stops and looks for traffic -stops at a kerb -looks left and right -crosses the road with support *Ask for help from trusted adults in school. *Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences *Can say which materials they like/dislike, sometimes giving reasons for this *Identifies clothing that can be worn on hot/cold days	<u>Most Children</u> *Has a sense of own immediate family and relations. *Explore and use simple science equipment e.g. magnifying glass, magnets, pipettes etc *Explore a range of items using senses *Can say what the weather is like. *Explore how things work *Explores new food – touch, smell etc <u>Some Children</u> *Beginning to show an interest in peers *Meet's and greets people in an appropriate way *Shows interest in different occupations and ways of life. *Understands that an action can cause an effect/outcome *Makes simple suggestions when prompted about what might happen, e.g. can suggest that a ball will bounce when dropped. *Describe what they see, hear and feel whilst outside.	<u>Most Children</u> *Tolerates wearing an art apron. *Tolerates body parts being used for printing. *Uses fingers, feet and a range of brushes to create marks. *Uses a range of materials to mark make. *Draws a face with some noticeable features *Uses a range of tools to mark make. *Draws a range of 'lines' including, wavy, zig zag, circle. <u>Some Children</u> *Beginning to use representation to communicate e.g. drawing a line and saying/communicating 'That's me'. *Puts apron on and takes off independently. *Chooses own resources for lesson/activity.	<u>Most Children</u> *Listens to simple rhythms being tapped out. *React to music with a strong, steady beat. *Begins to move to music, listen or join in rhymes or songs <u>Some Children</u> *Clap out one to three syllable words depending on the number of syllables they have. *Begins to copy and perform simple patterns. *Taps out simple repeated rhythms.	<u>Most Children</u> *Waiting for activity to start. *Waiting for name to be called to start activity. *To accept when an activity is finished. *Roll large objects on the floor. *Experiment with throwing different objects with both hands. *Passing a piece of equipment to someone else (including teacher). *Begin to catch slow moving objects (balloons). <u>Some Children</u> *Taking turns when playing games with support. *Co-ordinates their hands and eyes to throw and catch an object. *Begin to show their preferred hand for throwing. *Begins to throw in different ways e.g. overarm and underarm.	<u>Most Children</u> *Explores new food – touch, smell etc *Tries some new foods, with encouragement. *Fills and empties jugs and containers (water/sand/cereal etc). *Pours water/sand/cereal etc into a range of containers. *Use a wooden spoon to mix. *Holds bowl with non-mixing hand. *Tolerates washing hands using soap. *Sequence and order up to 2 pictures <u>Some children</u> *Fills jug with water, knowing when to stop. *Follow a series of instructions (with signs and symbols). <i>This includes gathering equipment.</i>