



Autumn 1 Medium Term Plan

Class: Sage

Topic: Me Myself and I

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
	<p><b>Most Children</b>            *Recognises some letters and symbols.            *To enjoy rhyming stories, songs and rhymes.            *Can recognise and name/match sounds in my environment</p> <p><b>Some Children</b>            *To begin to re-enact simple stories or real-life situations through role play            *Copies finger movements and other gestures linked to rhyme, songs and stories.            *Joins in with actions linked to a familiar rhyme, songs and stories.            *Begins to copy and repeat sounds, actions, words or phrases.            *Repeats repetitive words, sounds or phrases from a story or rhyme.            *Fills in missing words, sounds or phrases in familiar stories or rhymes.            *Says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol</p>	<p><b>Most Children</b>            *Listens to songs and stories with increasing attention and recall.            *Responds to pictures in a familiar text.            *Matches objects to pictures            *Recognises the object represented by a miniature object.            *Shows an interest in pictures or photographs.            *Shows a preference for a specific book from a small selection presented.            *Turns to the next page in a book with pictures to see what happens.</p> <p><b>Some Children</b>            * Knows that words, signs and symbols convey meaning.            *Recognises familiar stories by their front cover.            *Recognises familiar symbols and/or words around the classroom.            *Knows that information can be retrieved from books.            *Selects symbols to build a caption of phrase            *Copies an adult pointing to words as they read.            *Can match some familiar words to pictures</p>	<p><b>Most Children</b>            *Enjoys drawing freely            *Begins to use anti-clockwise movements and can retrace vertical lines            *Traces circular movements            *Traces horizontal movements            *Imitates circular strokes            *Imitates horizontal strokes            *Imitates vertical strokes.            *Draws lines or shapes on a large scale            *Shows preference for one hand            *Makes large random strokes</p> <p><b>Some Children</b>            *I distinguish between the marks I make.            *Makes marks on their picture to stand for their name.            *I identify the initial letter of my name            *Makes marks to represent their name            *Includes a variety of letters and shapes within lines of scribble</p>	<p><b>Most Children</b>            *Can reach for or look at objects as they are counted.            *Looks from one object to another, altering focus in a game, action rhyme or activity.            *Tolerates number rhymes and songs.            *Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence            *Says some counting words randomly.            *Responds to words like more</p> <p><b>Some Children</b>            *Model saying 1, 2 and 3 in play            *Copy the sequence of 1, 2 and 3            *Copy fingers to represent 1, 2 and 3            *Begin to count actions            *Say number names in order            *Begin to recognise that anything can be counted.</p>	<p><b>Most Children</b>            *Identify likes and dislikes            *Choose to complete activities that reflect my strength.            *Recognise things that make me feel sad, worried or angry.            *Recognise kind and unkind behaviours.            *Begin to take turns.            *Begin to listen to those around me.            *Plays alongside others.            *Accepts children play with them.</p> <p><b>Some Children</b>            *Identify family members            *Controls behaviours around peers e.g. uses kind hands consistently            *Communicates how they are feeling when around peers            *Explore making facial expressions to represent the feelings</p>



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b>Most Children</b>            *Knows how much food is appropriate to put in their mouth            *Handles a range of food stuff independently            *Recognises needing the toilet independently  <i>-communicates this need</i>  <i>-asks for help when needed</i>            *Crosses a road using a pelican crossing with support.            *Shows some awareness of danger  <b>Some Children</b>            *Can change their nappy and put the dirty nappy in the bin following a visual sequence            *Can wipe themselves after using the toilet            *Selects clothing type according to weather when asked to put on clothing for warm/cold day            *Walks independently outside of school            *Stops and looks for traffic            -stops at a kerb            -looks left and right            -crosses the road with support            *Stops at a zebra crossing</p>	<p><b>Most Children</b>            *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.            *In pretend play, imitates everyday actions and events from own family and cultural background,            *Beginning to show an interest in peers  <b>Some Children</b>            *Meet's and greets people in an appropriate way            *Shows an awareness that they have similarities and differences that connect them to, and distinguish them from, others.            *Shows interest in the lives of people who are familiar to them            *Shows interest in different occupations and ways of life.            *Beginning to recognise differences in people</p>	<p><b>Most Children</b>            *Explores a range of materials using hands and feet.            *Tears material, accidentally or with intent, and examines.            *Scrunches paper and examines.  <b>Some Children</b>            *Makes marks to represent their name            *Colours on a blank sheet, staying on the paper            *Colours over a picture            *Sticks a range of materials.            *Uses plasticine to sculpt.            *Uses Paper Mache to sculpt.</p>	<p><b>Most Children</b>            *Listens to different timbres of different instruments.            *Begin to explore live music and the instruments used.            *Explores the different sounds of instruments            *Begins to show preference to different types of music.            *Uses dominant hand when playing musical instruments.            *Practise using two beaters on tuned instruments.  <b>Some Children</b>            *Relate sounds to dramatic events.            *Uses movement to express feelings.            *Experiments and creates movement in response to music, stories and ideas.            *Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Most Children</b>            *Vary their pace and speed when running.            *Jog in a straight line.            *Run along a non straight trail.            *Change direction when jogging.            *Run safely in a space, showing an awareness of others and objects around them.            * Jump over flat objects.            *Experiment with jumping different distances.  <b>Some Children</b>            *Complete an obstacle course with support            *Perform different types of jumps:two feet to two feet/two feet to one foot/one foot to the same foot/one foot to the opposite foot/star jumps/tuck jump            *Jump as high and far as possible            *Perform a short jumping sequence.            *Understand to bend knees on landing for safety</p>	<p><b>Most Children</b>            *Follows a simple text using symbols e.g. recipe.            *To request ingredients and equipment using single symbol exchange/preferred method of communication.            *Tries some new foods, with encouragement.            *Recognises and names a range of food, including a range of fruit and vegetables as well as kitchen equipment            *Preparing for a cooking activity:-wash hands, dry hands, wear apron, tie hair back, roll sleeves up, clean a surface            *Engages in home corner role-play activities, coping familiar actions  <b>Some Children</b>            *With support, adds the correct amount, following a recipe            *Asks for 'help' using preferred form of communication            *To show some understanding/awareness that an item may change its appearance when cooking</p>