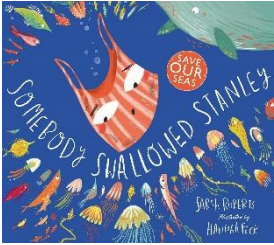
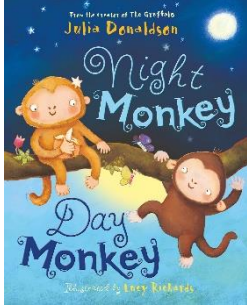





Autumn 1 Medium Term Plan

Class: Scarlet

Topic: Light and Dark

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
  	<p>Most Children</p> <ul style="list-style-type: none"> *React to music with a strong and steady beat. *Fixates on the place when a moving object disappears e.g. a ball rolling off a table *Attempts to keep a beat in simple body percussion activities. *Looks for responses and reactions to actions or communication. *Selects familiar objects by name, finding the correct object from a small group of objects. <p>Some Children</p> <ul style="list-style-type: none"> *Can recognise and name/match sounds in my environment. *Repeats repetitive words, sounds or phrases from a story or rhyme. *Vocalisations are more consistent e.g., different sounds are used to convey different meanings. *Fills in missing words, sounds or phrases in familiar stories or rhymes. 	<p>Most Children</p> <ul style="list-style-type: none"> *Tracks objects or pictures from left to right. *Begins to copy actions. *Handles books independently. *Turns pages in books. *Experiments with voice sounds e.g. pitch, volume etc *Will fixate on a familiar person or object e.g. in a sensory story. <p>Some Children</p> <ul style="list-style-type: none"> *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Attempts to copy finger movements and other gestures linked to rhyme, songs and stories. *Begins to copy and repeat sounds, actions, words or phrases. 	<p>Most Children</p> <ul style="list-style-type: none"> *Will make marks on paper and on other surfaces *I make marks with a range of media *Scribbles spontaneously when given paper and mark-making materials. *Holds a pencil with sufficient grip and pressure to make marks on paper *Makes large random strokes <p>Some Children</p> <ul style="list-style-type: none"> *Enjoys drawing freely *Can make controlled marks which have repetitive elements *I distinguish between the marks I make. *Colours on a blank sheet, staying on the paper *Makes circular shapes with a drawing tool 	<p>Most Children</p> <ul style="list-style-type: none"> *Can take 'one' in learned situations – e.g. a biscuit. *Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. *With support, request 'more' <p>Some Children</p> <ul style="list-style-type: none"> *Hear some number names *Join in saying some number names *Model saying number names in order *Practise saying number names in order *Join in stable order counting forwards *Join in stable order counting backwards 	<p>Most Children</p> <ul style="list-style-type: none"> *Explore stimuli which shows visible differences between people *Respond to stimuli linked to familiar jobs e.g. hairdresser/café/supermarket role play etc. *Respond appropriately to classroom/school rules. *Accept consequences when rules are not followed. *Explore sensory stimuli which links to festivals and celebrations *Explore different areas of the classroom. <p>Some Children</p> <ul style="list-style-type: none"> *Explore the concept of cause and effect *Explore stimuli linked to the feelings of happy, sad and angry. *To choose own resources to create something of their choice e.g. choose which construction resources to use, which media to use to cut and stick with etc.



<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> *Keeps seatbelt on while on the bus *Stays seated on the bus. *Builds tolerance for being on the bus for longer periods of time. *Walks without pulling away when holding an adult’s hand. *Begins to follow a programme of toileting with verbal support.</p> <p><u>Some Children</u> *Recognises needing the toilet independently *Changes their own pull-up and puts dirty nappy in the bin. *Can hand over money at the till with adult support.</p>	<p><u>Most Children</u> *Pupil demands a desired object or event by reaching or pointing, *Pupil can copy simple actions, e.g. brushing hair, blowing bubbles *Follows simple verbal instructions e.g. “Stir the tea. *Watches toy being hidden and tries to find it.</p> <p><u>Some Children</u> *Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. *Matches parts of objects that fit together, e.g. puts lid on teapot. *Enjoys playing with small-world models such as a farm, a garage, or a train track.</p>	<p><u>Most Children</u> *Follows a light in a dark room. *Appears to notice light. *Closes eyes to sudden bright light *Shows an awareness of if it is light or dark. *Realises there is a range of colours. *Shows some awareness of cause and effect in a creative process. *Creates sound effects and movements e.g. creates the sound of cars, animals etc.</p> <p><u>Some Children</u> *Uses a range of materials to mark make. *Draws a face with some noticeable features *Uses a range of tools to mark make. *Explores colour mixing.</p>	<p><u>Most Children</u> *Listen to a range of voices sing (with a wide vocal range. *Tolerates listening to a range of voices sing. *Explores their own voice. *Respond to early interaction rhymes involving physical closeness and being face-to-face.</p> <p><u>Some Children</u> *Explore changes in pitch *Indicate wanting ‘more’ during interaction rhymes and, later, initiate them. *Fill in gaps during songs and rhymes and, later, sing familiar ones in full</p>	<p><u>Most Children</u> *Show the difference between walking and running. *Jog in a straight line. *Transition from running to walking with ease and fluency. *Run with arms and legs co-ordinated. *Run from a start point to an end point. *Lift one leg from the floor and then the other. *Experiment and explore the action of jumping in play. *Begin to balance on one leg for longer moments of time. *Jump up and down on the spot.</p> <p><u>Some Children</u> *Experiment with jumping different distances. *Perform different types of jumps: -two feet to two feet *Move safely in a space showing greater awareness of others and obstacles when moving at speed. *Vary their pace and speed when running.</p>	<p><u>Most Children</u> *Communicates foods they like/dislike *Explores new food – touch, smell etc. *To know what food is e.g. recognising if we can eat something or not *Uses cookie cutters independently with minimal safety reminders – both in play (e.g. playdough) and using real food.</p> <p><u>Some Children</u> *With support, beginning to engage in home corner role-play activities. *Recognise and name a knife. *Knows how to hold a blunt knife safely.</p>