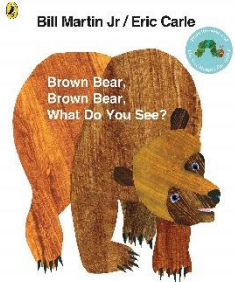
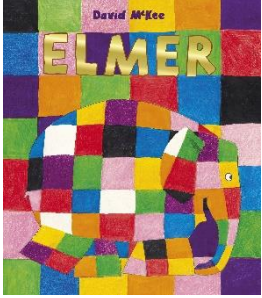
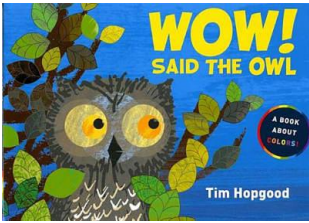




Autumn 2 Medium Term Plan

Class: Scarlet

Topic: Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
  	Most Children * To match objects to pictures *To indicate wanting 'more' during interaction rhymes * Responds to own name. *Uses body language, pointing or gesture to gain attention of others Some Children *To respond to early interaction rhymes *Vocalisations are more consistent e.g., different sounds are used to convey different meanings. *Attempts to keep a beat in simple body percussion activities.	Most Children *To look for responses and reactions to actions or communication *To fixate on a familiar people or objects e.g. in a sensory story *To select familiar objects by name, finding the correct object from a small group of objects *To show an interest in illustrations and print in the environment Some Children *To initiate interactions using spoken language but the range of phrases may still be limited. *To recognise/names familiar colours *To says 1 or 2 familiar words from a story or rhyme using a word/sign/symbol	Most Children *To recognise mark-making materials *To hold a pencil with sufficient grip and pressure to make marks on paper. *To make large random strokes. Some Children * To choose to mark-make * To make a simple drawing to illustrate an idea * To make circular shapes with a drawing tool	Most Children *To experience patterned objects and images *To continue an action or interaction with an adult by repeating *To have a sense of daily routines *To clap along to songs *To consistently use a recognised response to indicate preferred choice *To make arrangements in art Some Children *To start to join in songs with repeats *To start to join in with repeats from stories *To say what happens next *To show an interest in pattern and shape	Most Children *To accept help from familiar adults when dysregulated *To know how to seek out comfort or attention from others *To respond to facial expressions which represent different emotions or feelings *To engage in activities to support my regulation *To communicate likes and dislikes (although often not appropriately) Some Children *To recognise words linked to strong emotions – angry, sad, happy, excited etc. *To show some understanding and awareness of how those around me are feeling *To identify things that make me happy



<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> *To respond to instructions of stop/go *To cross the road with support *To react to textures with minor physiological changes when feeling rough or smooth surfaces <u>Some Children</u> *To walk independently without running away *To point to main features on face/body when asked *To touch a variety of textures with any part of their skin without demonstrating defensive behaviour	<u>Most Children</u> *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. *Beginning to show an interest in peers Engage in sensory stories <u>Some Children</u> *In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. *Meet's and greets people in an appropriate way *Communicates foods they like/dislike	<u>Most Children</u> *To explore primary and secondary colours *To realise there is a range of colours. *To use fingers, feet and a range of brushes to create marks. *To explore simple patterns using a range of colour *To make deliberate marks *To show some awareness of cause and effect in a creative process. <u>Some Children</u> *To begin to sort by colour *To identify a range of colours *To begin to sort by colour *To explore colour mixing	<u>Most Children</u> *Enjoy dancing, marching and using musical instruments alongside music and rhythms *Begins to move to music, listen or join in rhymes or songs *Keep a steady beat alongside others or to a piece of music or rhythm. <u>Some Children</u> *Mirrors and improvises actions they have observed, e.g. clapping or waving. *Creates movement in response to music. *Copy simple rhythms containing one, two or three beats using claps, instruments or body percussion.	<u>Most Children</u> *Responds to a range of stimuli *Responding to music starting and stopping *Moving to music. *Copying movements <u>Some Children</u> *Copies and explores basic movements and body patterns *Clap and stamp to a beat or music *Links movements to sounds and music *Begins to move with more control and fluency to music *Explores a range of genres of music and dance styles of dance	<u>Most Children</u> *With support, to add the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips. *To sequence and order up to 2 pictures *To communicate the need for help *To tolerates washing hands using soap <u>Some Children</u> *With support, to engage in home corner role-play activities *To understand the concept of hot and cold *To show some independence when washing hands