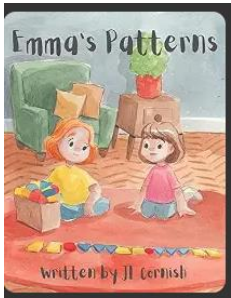




Autumn 2 Medium Term Plan

Class: Forest **Topic:** Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
Mixed up Chameleon – Eric Carle  The Colour Monster – Anna Llenas  Emmas Patterns – JL Cornish 	Most Children *To take part in daily phonics sessions, engaging with props and actions. *To take part in tuning into sounds sessions. * Link sounds to letters and can sound out some Phase 2 sounds (phonemes and digraphs). *Sort by initial phoneme. Identifies the odd one out when hearing words that all but one begins with the same sound. Some Children *To orally blend syllables. *To orally blend CVC words. *To segment the sounds in simple words and blend them together, knowing which letters represent some of them.	Most Children *To take part in daily reading sessions. *To take part in story time at the end of the day. *To visit the library and select a reading for pleasure book. *To take books home to share them with their family. Some Children *To be able to fill in missing words, sounds or phrases in familiar stories or rhymes. *To respond to Who? What doing? What? And Where? questions related to the story they are reading. * To sequence up to three pictures to show order of events. *To talk about events in a story. *To draw a picture to illustrate a story. *To answer questions (who, what, where) about a story *To explain what is happening in a picture. *To make a simple prediction about what might happen next in a story.	Most Children *To take part in tapping and Squiggle into Writer sessions. *To enjoy drawing freely. *To distinguish between the marks, they make. *To explore and manipulate different mark-making resources in the mark-making area. Some Children *To beginning to separate between pictures and writing. *To colour in a picture and keeps within the lines most of the time *To use writing in purposeful play *To begin to break the flow of speech into words. *To include a variety of letters within lines of scribble *To hear, say and write the initial sound in words. *To segment the sounds in simple words and blend them together.	Most Children *To follow the CPA approach according to their abilities and strengths. *To explore patterns involving 2 repeating objects/shapes/colours. *To explore patterns involving 2 repeating shapes/colours. *To explore patterns involving 2 repeating colours. *To explore simple patterns involving 2/3 objects/shapes/colours *To copy and continue simple patterns *To create simple patterns Some Children *To spots patterns in the environment, beginning to identify the pattern "rule" *To choose familiar objects * To create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat *To double to 10 (find a double) *To double to 10 (make a double) *To explore even and odd	Most Children *To recognise some good/not good feelings. *To begin to identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. *To identify things that make me happy, sad, angry and scared. *To know how to seek out comfort or attention from others. * To read the book The Smoos and The Smoos – Julia Donaldson Some Children *To show some understanding and awareness of how those around me are feeling. *To accept help from familiar adults to support my regulation. *To recognise words linked to strong emotions – angry, sad, happy, excited etc. *To begin to communicate feelings in an appropriate manner.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
Most Children *To begin to walk independently outside of school *To be able to stop and look for traffic such as stopping at a kerb, looking left and right, crossing the road with support and stopping at a zebra crossing. *With support, to begin to show some awareness of danger. *To be able to understand the concept of traffic lights and the meaning of each colour. Some Children *To begin to recognise some positional language: left, right, forward, backwards. *Identifies landmarks on a familiar route *Finds way back from familiar location when lost. *Reads/interprets simple map instructions by identifying familiar routes and landmarks. *Consistently responds to positional language. *Understands danger linked to traveling as a pedestrian	Most Children *Is curious about people and shows interest in stories about themselves and their family. *To enjoy pictures and stories about themselves, their families and other people. *In pretend play, to imitate everyday actions and events from own family and cultural background, *To begin to show an interest in peers Some Children *To meet and greet people in an appropriate way *To show an awareness that they have similarities and differences that connect them to, and distinguish them from, others. *To show interest in the lives of people who are familiar to them *To show interest in different occupations and ways of life. *To begin to recognise differences in people.	Most Children *To explore colour mixing. *Sorts by colour. *To name shades and is not phased by different shades. *To know it is dark when they close their eyes. *To identify objects from silhouettes *To show an awareness of shadows. Some Children *To mix primary colours to make a colour of choice. *To develop an understanding of primary and secondary colours. *To use paint to explore different tones of the same colour. *To make shadow patterns on the wall *To observe changes in shadow. *To be aware of other artist's work. *To copy and continue a pattern using a variety of objects and materials. *To create own pattern using a variety of objects and materials. *To recreate a pattern.	Most Children *To participate and join in SEND Unit 22, 4 and 5 *To recognise that rhythm can be created using anything. *To recognise that instruments are everywhere. *To copy simple rhythms containing one, two or three beats using claps, instruments or body percussion. *To clap out one to three syllable words depending on the number of syllables they have. Some Children *To tap out simple repeated rhythms. *To create movement in response to music. *To make up rhythms. *To begin to copy and perform simple patterns.	Most Children * To independently enter the pool safely. *To independently exit the pool safely. *To use stroking movement with arms. * To balance float on back. *To submerge head in water. *To kick with straight legs. Some Children * To use kicking legs and a floater to move through the water. * To regain balance after lifting legs off the floor consistently. *To float on back and kick legs to move. *To begin to use arms and legs together to move across the water.	Most Children *With support, to add the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips. *With support, to add the correct amount, following a recipe e.g two cups of sugar Some Children *To use a range of measuring equipment e.g. scales, cups, spoons etc. *To follow a recipe adding the correct quantities, for example 500g of flour to a mixture/2 cups of flour