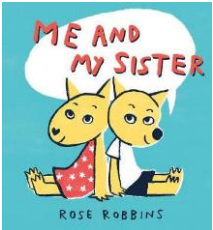




Autumn 1 Medium Term Plan

Class: Rose

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> *Accepts an object being placed into hands. *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Looks for responses and reactions to actions or communication. *Enjoys rhyming stories, songs and rhymes. *Reacts to sudden and loud sounds. *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.	<u>Most Children</u> *Accepts an object being placed into hands. *Visually alert and can/will fixate on a familiar person or object. *Enjoys rhyming stories, songs and rhymes. <u>Some Children</u> *Indicate wanting 'more' during interaction rhymes. *Turns pages in books. *Handles books independently. *Begins to join in with actions linked to a familiar rhyme, songs and stories.	<u>Most Children</u> *Holds an object in each hand and brings them together in the middle e.g. holds two blocks and bangs them together. *Enjoys the sensory experience of making marks in damp sand, paste or paint. *Makes connections between their movement and the marks they make. *Will make marks on paper and on other surfaces *Explore with a range of musical instruments *Makes marks with a range of media <u>Some Children</u> *Will tolerate tools in their hand to mark-make *Picks up small objects between thumb and fingers. *Can recognise mark-making materials	<u>Most Children</u> *Develop early counting fluency by joining in with daily counting experiences. *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' <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.



<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> *Walks in a line around school -walks without pulling away when holding an adult's hand. -walks independently without running away -walks with their group without running or walking ahead <u>Some Children</u> *Can find their way to a familiar room *Responds to instructions of stop/go. *Follows one step directions when getting dressed/undressed	<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. *Recognise that there is self and there are others around me. <u>Some Children</u> *Has a sense of own immediate family and relations. *Beginning to show an interest in peers	<u>Most Children</u> *Explores mark making using hands and feet to create marks, including lines. *Uses a range of materials to mark make. *Uses a range of tools to mark make. *Randomly changes colour <u>Some Children</u> *Draws a face with some noticeable features *Makes deliberate marks. *Realises there is a range of colours that can be used. *Tolerates body parts being used for printing. *Uses fingers, feet and a range of brushes to create marks.	<u>Most Children</u> *React to music with a strong, steady beat. *Enjoy dancing, marching and using musical instruments alongside music and rhythms *Keep a steady beat alongside others or to a piece of music or rhythm. <u>Some Children</u> *Begins to move to music, listen or join in rhymes or songs *Mirrors and improvises actions they have observed, e.g. clapping or waving. *Listens to simple rhythms being tapped out.	<u>Most Children</u> *Show the difference between walking and running. *Transition from running to walking with ease and fluency. *Lift one leg from the floor and then the other. *Experiment and explore the action of jumping in play. <u>Some Children</u> *Jog in a straight line. (moved over) *Begin to balance on one leg for longer moments of time. *Jump up and down on the spot.	<u>Most Children</u> *Preparing for a cooking activity, tolerating: -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up *Begins to help cleaning a table/surface *Fills and empties jugs and containers (water/sand/cereal etc). *Pours water/sand/cereal etc into a range of containers. <u>Some children</u> *Uses cups to pour cereal into a bowl. *Uses cups to pour milk into a bowl. *Use a wooden spoon to mix. *Holds bowl with non-mixing hand.