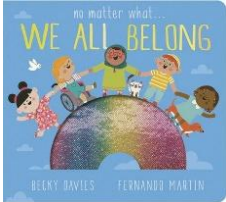
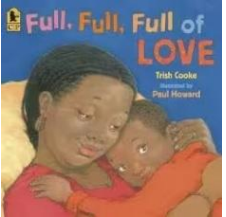
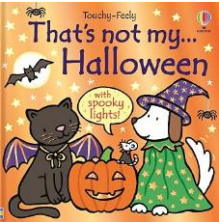




Autumn 1 Medium Term Plan

Class: Blossom

Topic: My People

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
   	<u>Most Children</u> *Accepts an object being placed into hands. *Head and eyes move when attention is attracted by sound. *Makes fleeting eye contact with the speaker and/or make fleeting eye contact with object making sound. *To use body language, pointing or gesture to gain attention of others. *To look for responses and reactions to actions or communication. *To react to music with a strong and steady beat. *To engage with familiar songs, rhymes and stories *To respond to early interaction rhymes *To indicate wanting 'more' during interaction rhymes <u>Some Children:</u> *Keeps a steady beat to a piece of music or to a rhythm. *To recognise the object shown in a photograph.	<u>Most Children</u> *To fixate on a familiar person or object. *To move head intentionally to see a stimulus. *To tracks object or pictures from left to right. *To engage in shared reading activities. *To be exposed to a wide range of vocabulary <u>Some Children</u> *To begin to understand single words *To develop listening and comprehension skills. *To indicate to an adult that they want them to read a specific book. *To understand the use of Objects *Has favourite stories which they like to listen to and look at again and again.	<u>Most Children</u> *To tolerate tools in their hand to mark-make *To make marks on paper and on other surfaces *To make marks with a range of media *To scribble spontaneously when given paper and mark-making *To begin to explore a range of media * To recognise mark-making materials <u>Some Children</u> *To hold a pencil with sufficient grip and pressure to make marks on paper choose to mark-make *To make circular shapes with a drawing tool *To choose to mark-make	<u>Most Children</u> * To show early awareness and engagement of number *To show anticipation during familiar repeated actions or songs. *To begin to tolerate and enjoy simple sensory repetition. *To tolerate and begin to enjoy number rhymes and songs, building familiarity with number words and rhythm. <u>Some Children</u> * To join in with repeated noises or movements when modelled by an adult. *To notice and respond to repeated sounds, movements, or rhythms. *To begin to demonstrate counting-like behaviours *To look towards an adult when they use number names.	<u>Most Children</u> *Recognise that there is self and there are others around me. *Tolerate being in a working space with my peers. *Tolerate others playing with toys they like. * Recognise family members and special people when shown visual stimuli *Allow comfort from a familiar adult when feeling sad or angry. *Explore different areas of the classroom. *To respond appropriately to classroom/school rules. <u>Some Children</u> * Accept taking turns (with adult support) *Explore stimuli linked to the feelings of happy, sad and 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 without pulling away when holding an adult's hand. * Responds to instructions of stop/go. * Reaches for a desired food with their hands when provided with a selection * Accepts when nappy is dirty and needs to be changed. * Accepts hands being washed with hand over hand support. * Accepts their hand being guided over a range of textures * Reacts to textures with minor physiological changes when feeling rough or smooth surfaces * Reacts when their hands/feet are touched with different textures <u>Some Children</u> * Walks independently without running away * Explores objects by mouthing * Tolerates wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream * Begins to understand that objects can cause harm.	<u>Most Children</u> * To observe cause and effect. * To explore simple science equipment e.g. magnifying glass, magnets, pipettes etc * Explore a range of items using senses * Explore using different body parts e.g. hands, feet, mouth * Engage in sensory stories * Has a sense of own immediate family and relations. <u>Some Children</u> * Is curious about people and shows interest in stories about themselves and their family. * To match picture to picture/object to symbol etc. * Understands that an action can cause an effect/outcome * Beginning to show an interest in peers	<u>Most Children</u> * To tolerate preparations for art – aprons on and hands being washed * Explores a range of materials using hands and feet * Uses a range of tools to mark make. * Looks at self in mirror * Tolerates body parts being used for printing. * Uses fingers, feet and a range of brushes to create marks * To explore the range of colours available to be used <u>Some Children</u> * Makes deliberate marks, * Realises they see self in mirror	<u>Most Children</u> * React to sudden and loud sounds. * React to normal, everyday sounds. * Experience and tolerate: -body sounds -struck and shaken instruments * React to music with a strong, steady beat. * Begins to move to music, listen or join in rhymes or songs <u>Some Children</u> * Shows attention to sounds and music. * 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>Most Children</u> * To refine their basic movements – running, walking, jumping and climbing * To walk safely in space, showing awareness of others and objects around them * To run with legs and arms coordinated * To lift one leg off the floor then the other * Transition from running to walking with ease and fluency.] <u>Some Children</u> * Show the difference between walking and running. * To experiment and explore the action of jumping in play * To jump up and down on the spot	<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 * Preparing for a cooking activity, tolerating: -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up * Fills and empties jugs and containers (water/sand/cereal etc). * Use a wooden spoon to mix. <u>Some Children</u> * Pours water/sand/cereal etc into a range of containers. * Uses cups to pour cereal into a bowl. * Uses cups to pour milk into a bowl. * Holds bowl with non-mixing hand.