



Autumn 1 Medium Term Plan

Class: Poppy **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>
Living with Mum and Living with Dad We Are Family Amazing Pablo: Pablo and the Noisy Party Love Makes a Family What Happened To You? That's not my... Halloween Ten Little Pumpkins The Garden Gathering Super Duper You	<u>Most Children</u> *Reacts to sudden and loud sounds. *Makes fleeting eye contact with the speaker and/or make fleeting eye contact with object making sound. *Enjoys rhyming stories, songs and rhymes. <u>Some Children</u> *Experiments with voice sounds e.g. pitch, volume etc *Selects familiar objects by name, finding the correct object from a small group of objects. *Recognises the object shown in a photograph. *Matches two of the same objects. *Recognises some letters and symbols.	<u>Most Children</u> *Handles books independently. *Shows an interest in illustrations and print in the environment. *Recognises familiar symbols and/or words around the classroom. *Explores colour, pattern and movement. *Head moves intentionally to see a stimulus. *Experiments with voice sounds e.g. pitch, volume etc *Enjoys rhyming stories, songs and rhymes. <u>Some Children</u> *Chooses books to look at independently. *Has favourite stories which they like to listen to and look at again and again. *Selects familiar objects by name, finding the correct object from a small group of objects. *Communicates wants/needs using words, symbols or signs. *Recognises objects of reference and anticipate events associated with them *Begins to join in with actions linked to a familiar rhyme, songs and stories. *Matches two of the same objects.	<u>Most Children</u> *Beginning to explore a range of media *Will tolerate tools in their hand to mark-make *Makes marks with a range of media *Shows preference for one hand *Scribbles spontaneously when given paper and mark making materials. *Holds a pencil with sufficient grip and pressure to make marks on paper <u>Some Children</u> *I follow body percussion sequences in the correct order *Chooses to mark-make *Makes circular shapes with a drawing tool *Creates horizontal scribble with a writing tool. *Creates a vertical scribble with a writing tool	<u>Most Children</u> *Takes part in finger rhymes/songs with numbers. *Begins to anticipate the ending or key elements of rhymes, songs and number games. * Responds to words like <i>more</i>. *Looks for things which have moved out of sight *Tolerates number rhymes and songs. *Looks for things which have moved out of sight <u>Some Children</u> *Numbers to 10 Count forwards in 1s, from 0 to 10 *Copy the sequence of 1, 2 and 3 *Begin to recognise that anything can be counted.	<u>Most Children</u> *Recognise that there is self and there are others around me. *Demonstrate 'good listening' *Explore different areas of the classroom. *Respond to simple class rules and instructions *Begin to accept a consequence when rules are not followed. *Explore the concept of cause and effect *Explore stimuli linked to cultural festivals and celebrations <u>Some Children</u> *Tolerate others playing with toys they like. *Communicate the want for 'more', related to things that I like. *Accept taking turns (with adult support)

<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> *Explores role-play within classroom environment *Walks in a line around school -walks without pulling away when holding an adult's hand. -walks with their group without running or walking ahead *Accepts hands being washed with hand over hand support. *Actively engages in own toileting programme: -accepts help from adults. *Begins to follow a programme of toileting with verbal support. *Begins to understand that objects can cause harm. <u>Some Children</u> *Participates more actively in the dressing process *Pulls their pants/nappy/underpants up and down *Puts on their socks (not always correctly) *Follows a simple instruction when accompanied by gesture and context *Puts shoes on independently *Can find their way to a familiar room *Responds to instructions of stop/go.	<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. *Has a sense of own immediate family and relations. *Beginning to show an interest in peers *Explores cause and effect toys. *Explore a range of items using senses *Communicates foods they like/dislike *Explores new food – touch, smell etc. *Enjoys pictures and stories about themselves, their families and other people. *Accepts wearing suitable clothing to match weather e.g. wellies/coat/hat etc *Anticipates repeated sounds, sights and actions *Observes cause and effect. *Explore simple science equipment e.g. magnifying glass, magnets, pipettes etc <u>Some Children</u> *Names different types of weather. *Can say what the weather is like. *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. *Tolerates body parts being used for printing. *Uses fingers, feet and a range of brushes to create marks. *Tolerates hands being washed. *Uses senses to explore materials *Show simple reflex responses which communicate likes or dislikes *Looks at self in mirror <u>Some Children</u> *Draws a face with some noticeable features *Recognises when hands need to be washed. *Realises they see self in mirror	<u>Most Children</u> *React to music with a strong, steady beat. *Begins to move to music, listen or join in rhymes or songs *Listens to simple rhythms being tapped out. *React to sudden and loud sounds. *React to normal, everyday sounds. <u>Some Children</u> *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. *Mirrors and improvises actions they have observed, e.g. clapping or waving. *Makes sounds with body parts. *Makes links between music experienced in different activities or at specific times of the day e.g. the tidy up song.	<u>Most Children</u> *Stay in a pool without protest. *To wear appropriate swim wear (e.g. swimming costume, armbands) *Enter a pool safely with support. *Exit a pool safely with support. *Move in the water with some support from adult. *Move in the water with some support from swimming aids. *Put feet to the bottom of the pool. *To walk in the water independently. *Maintain balance in the water. <u>Some Children</u> *Take feet off bottom of pool when supported by an adult when on your front. *Take feet off bottom of pool when supported by an adult when on your back.	<u>Most Children</u> *Fills and empties jugs and containers *Pours water/sand/cereal etc into a range of containers. *Uses cups to pour milk into a bowl. *Use a wooden spoon to mix. *Explores new food – touch, smell etc. <u>Some Children</u> *Holds bowl with non-mixing hand. *Communicates foods they like/dislike *Begins to help cleaning a table/surface *Follow up to 3 instructions (with signs and symbols)