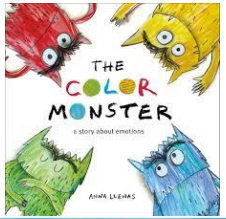
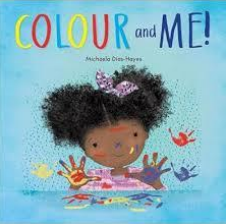
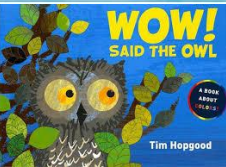
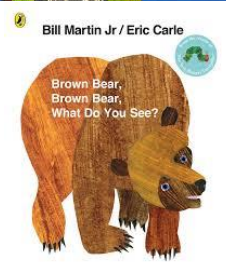
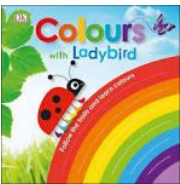




## Autumn 2 Medium Term Plan

**Class:** Sage

**Topic:** Colour and Pattern

| Key Texts                                                                                                                                                                                                                                                                                                                                                                                                                    | Phonics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark Making/Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PSHE/British Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|      | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Recognise some letters and symbols.</li> <li>*To enjoy rhyming stories, songs and rhymes.</li> <li>*Can recognise and name/match sounds in my environment</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To begin to re-enact simple stories or real-life situations through role play</li> <li>*Copy finger movements and other gestures linked to rhyme, songs and stories.</li> <li>*Join in with actions linked to a familiar rhyme, songs and stories.</li> <li>*Begin to copy and repeat sounds, actions, words or phrases.</li> <li>*Repeat repetitive words, sounds or phrases from a story or rhyme.</li> <li>*Fill in missing words, sounds or phrases in familiar stories or rhymes.</li> <li>*Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol</li> </ul> | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Listen to songs and stories with increasing attention and recall.</li> <li>*Respond to pictures in a familiar text.</li> <li>*Match objects to pictures</li> <li>*Recognise the object represented by a miniature object.</li> <li>*Show an interest in pictures or photographs.</li> <li>*Show a preference for a specific book from a small selection presented.</li> <li>*Turn to the next page in a book with pictures to see what happens.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>* Know that words, signs and symbols convey meaning.</li> <li>*Recognise familiar stories by their front cover.</li> <li>*Recognise familiar symbols and/or words around the classroom.</li> <li>*Know that information can be retrieved from books.</li> <li>*Select symbols to build a caption of phrase</li> <li>*Copy an adult pointing to words as they read.</li> <li>*Can match some familiar words to pictures</li> </ul> | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Enjoys drawing freely</li> <li>*Begins to use anti-clockwise movements and can retrace vertical lines</li> <li>*Traces circular movements</li> <li>*Traces horizontal movements</li> <li>*Imitates circular strokes</li> <li>*Imitates horizontal strokes</li> <li>*Imitates vertical strokes.</li> <li>*Draws lines or shapes on a large scale</li> <li>*Shows preference for one hand</li> <li>*Makes large random strokes</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*I distinguish between the marks I make.</li> <li>*Makes marks on their picture to stand for their name.</li> <li>*I identify the initial letter of my name</li> <li>*Makes marks to represent their name</li> <li>*Includes a variety of letters and shapes within lines of scribble</li> </ul> | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>* Experiences patterned objects and images</li> <li>* Explore patterns in the environment</li> <li>* Continues an action or interaction with an adult by repeating</li> <li>* Listen to repeats in songs and stories</li> <li>* Make line patterns with own sequences</li> <li>* Make simple pattern Arrangements</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Explain simple pattern arrangements</li> <li>*Make roads and bridges with intent</li> <li>*Choose blocks to copy simple creations</li> <li>* Make simple line patterns with objects</li> <li>*Show an interest I pattern and shape</li> <li>*Explore patterns involving 2 repeating objects/shapes/colours.</li> <li>*Explore patterns involving 2 repeating shapes/colours.</li> <li>*Explore patterns involving 2 repeating colours.</li> </ul> | <p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*Look at own facial expressions in a mirror.</li> <li>*Copy facial expressions, using a mirror.</li> <li>*Respond to facial expressions which represent different emotions or feelings.</li> <li>*Accept help from familiar adults when dysregulated.</li> <li>*Engage in activities to support my regulation.</li> <li>*Communicates likes and dislikes</li> <li>*Able to soothe/regulate with support from a family adult.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Recognise some good/not good feelings.</li> <li>*Begin to identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.</li> <li>*Identify things that make me happy, sad, angry, scared</li> <li>*Knows how to seek out comfort or attention from others.</li> <li>*Show some understanding and awareness of how those around me are feeling.</li> </ul> |



| <u>Independence</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Understanding the World</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>Art</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>Music</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>PE</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Food Technology</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <p><b><u>Most Children</u></b><br/>           *Knows how much food is appropriate to put in their mouth<br/>           *Handles a range of food stuff independently<br/>           *Recognises needing the toilet independently<br/> <i>-communicates this need</i><br/> <i>-asks for help when needed</i><br/>           *Crosses a road using a pelican crossing with support.<br/>           *Shows some awareness of danger</p> <p><b><u>Some Children</u></b><br/>           *Can change their nappy and put the dirty nappy in the bin following a visual sequence<br/>           *Can wipe themselves after using the toilet<br/>           *Selects clothing type according to weather when asked to put on clothing for warm/cold day<br/>           *Walks independently outside of school<br/>           *Stops and looks for traffic<br/> <i>-stops at a kerb</i><br/> <i>-looks left and right</i><br/> <i>-crosses the road with support</i><br/>           *Stops at a zebra crossing</p> | <p><b><u>Most Children</u></b><br/>           *Is curious about people and shows interest in stories about themselves and their family.<br/>           *Enjoys pictures and stories about themselves, their families and other people.<br/>           *In pretend play, imitates everyday actions and events from own family and cultural background,<br/>           *Beginning to show an interest in peers</p> <p><b><u>Some Children</u></b><br/>           *Meet's and greets people in an appropriate way<br/>           *Shows an awareness that they have similarities and differences that connect them to, and distinguish them from, others.<br/>           *Shows interest in the lives of people who are familiar to them<br/>           *Shows interest in different occupations and ways of life.<br/>           *Beginning to recognise differences in people</p> | <p><b><u>Most Children</u></b><br/>           *Identify a range of colours<br/>           *Begins to sort by colour<br/>           *Explores primary and secondary colours<br/>           *Realises there is a range of colours.<br/>           *Explore simple patterns using a range of colour<br/>           *Create own pattern using a variety of objects and materials.<br/>           *Recreates pattern</p> <p><b><u>Some Children</u></b><br/>           *Explores colour mixing.<br/>           *Copy and continue a pattern using a variety of objects and materials.<br/>           *Names shades and is not phased by different shades.<br/>           *Knows it is dark when they close their eyes.<br/>           *Identifies objects from silhouettes<br/>           *Shows an awareness of shadows.</p> | <p><b><u>Most Children</u></b><br/>           *React to music with a strong, steady beat.<br/>           *Enjoy dancing, marching and using musical instruments alongside music and rhythms<br/>           *Listens to simple rhythms being tapped out.</p> <p><b><u>Some Children</u></b><br/>           *Keep a steady beat alongside others or to a piece of music or rhythm.<br/>           *Mirrors and improvises actions they have observed<br/>           *Recognise that rhythm can be created using anything.<br/>           *Copy simple rhythms containing one, two or three beats using claps, instruments or body percussion.<br/>           *Clap out one to three syllable words depending on the number of syllables they have.<br/>           *Taps out simple repeated rhythms.<br/>           *Creates movement in response to music.<br/>           *Makes up rhythms.<br/>           *Begins to copy and perform simple patterns.</p> | <p><b><u>Most Children</u></b><br/>           *Responds to a range of stimuli.<br/>           *Responding to music starting and stopping.<br/>           *Moving to music.<br/>           *Copies and explores basic movements and body patterns<br/>           *Watches others perform</p> <p><b><u>Some Children</u></b><br/>           *Remember and perform a short sequence of movements/actions to music.<br/>           *Clap and stamp to a beat or music.<br/>           *Links movements to sounds and music.<br/>           *Begins to move with more control and fluency to music.<br/>           *Explores a range of genres of music and dance styles of dance.<br/>           *Can perform activities on their own or in a group.<br/>           *Will notice end of performance and react.</p> | <p><b><u>Most Children</u></b><br/>           *Follows a simple text using symbols e.g. recipe.<br/>           *To request ingredients and equipment using single symbol exchange/preferred method of communication.<br/>           *Tries some new foods, with encouragement.<br/>           *Recognises and names a range of food as well as kitchen equipment<br/>           *Preparing for a cooking activity, following instructions to and developing independence to:-wash hands, dry hands, wear apron, tie hair back, roll sleeves up, clean a surface<br/>           *Engages in home corner role-play activities, coping familiar actions</p> <p><b><u>Some Children</u></b><br/>           *With support, adds the correct amount, following a recipe<br/>           *Asks for 'help' using preferred form of communication<br/>           *To tolerate waiting for an item to cook/cool/set etc.<br/>           *To show some understanding/awareness that an item may change its appearance when cooking</p> |