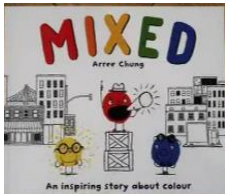
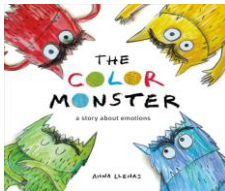
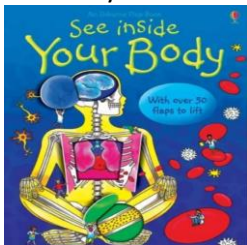




Autumn 1 Medium Term Plan

Class: Navy

Topic: Me, Myself and I

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
<p>*Mixed – Aree Chung</p>  <p>*The Colour Monster – Anna Llenas</p>  <p>*See Inside Your Body (NF) - Katie Doynes and Colin Key</p> 	<p>Most Children will:</p> <ul style="list-style-type: none"> * Link sounds to letters and can sound out most Phase 3-4 sounds (phonemes and digraphs). *Sort by initial phoneme. Identifies the odd one out when hearing words that all but one begin with the same sound. *Know if there is a word within a longer word e.g. cat/caterpillar or spy/spider. *Orally blend two syllable words e.g. co-ffee. *Orally blend CVC words with long phonemes e.g. sh-ar-k/ s-oa-p. *Segment the sounds in simple words and blend them together, knowing which letters represent some of them. <p>Some Children will:</p> <ul style="list-style-type: none"> *Identify initial phonemes in a word. * Link sounds to letters and can sound out most single letters. * Orally blend three syllable words e.g. e-le-phant. 	<p>Most Children will:</p> <ul style="list-style-type: none"> * Communicate clearly, even when they have lots to think about and say. *Know how to ask others for clarification if they have not been understood. * Respond to questions about familiar events or experiences using vocalisations, gestures, signs or symbols. *Use phonic knowledge to begin to read new and unfamiliar words <p>Some Children will:</p> <ul style="list-style-type: none"> * Offer explanations and more detail when asked. *Be aware of listener when speaking. *Use phonic knowledge confidently to read new and unfamiliar words *Use phonic knowledge to read sentences. 	<p>Most Children will:</p> <ul style="list-style-type: none"> * Hold a sentence and repeat back the words in the right order. *Write a sentence in the correct order, holding words and phonemes. * Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. *Write simple sentences which can be read by themselves and others. <p>Some Children will:</p> <ul style="list-style-type: none"> * Make statements in the future tense. *Make statements in the past tense. *Form most letters correctly. *Write a simple sentence sometimes using punctuation. 	<p>Most Children will:</p> <ul style="list-style-type: none"> * Count forwards and backwards in 1s, from 0 to 50. * Build numbers beyond 10. *Continue patterns beyond 10. *Begin to add. *Begin to take away. *Use a number line to 20. *Order numbers to 20. <p>Some Children will:</p> <ul style="list-style-type: none"> * Count forwards in multiples of 10, from zero, or any other multiple, up to 10x10 *Count backwards, in multiples of 10, from zero, or any other multiple, up to 10x10 *Count in even numbers Count in odd number *Understand the composition of numbers to 20. *Understand 1 more and 1 less. *Estimate on a number line to 20. *Compare numbers to 20. 	<p>Most Children will:</p> <ul style="list-style-type: none"> *Take turns to speak, accepting the need to 'wait'. *Play alongside peers, sharing resources and taking turns. *Communicate the want for a song/game to be repeated. *Choose which area of the classroom to play/work in. <p>Some Children will:</p> <ul style="list-style-type: none"> * Ask questions to collect information *Listen to and accept the opinions of others *Work together as part of a group to achieved a shared goal. *Take part in simple class votes and accepting voting results.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * Recognise the names of smaller body parts e.g elbow. * find/point to body parts on their own body. * find/point to body parts on someone else's body. * Stop and look for traffic and can say when it is safe to cross a road. * Cross a road safely using a zebra crossing: <ul style="list-style-type: none"> - wait for traffic to stop - confidently makes a decision when it is safe to cross. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Understand the purpose of some body parts * Know what body parts allow us to do e.g. legs/feet. <ul style="list-style-type: none"> → kick a ball/hand/fingers. → write or draw. * Know we have bones inside of our body. * Cross a road using a pelican crossing independently (with adult supervision). 	<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * Show interest in the lives of people who are familiar to them. * Show interest in different occupations and ways of life. * Begin to recognise differences in people. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Remember and talk about/communicates about significant events in their own experience. * Recognises and describe special times or events for family or friends. * Have an understanding of occupations and can say jobs they would like/would not like. * Know some of the things that make them unique, and can talk about/communicate about some of the similarities and differences in relation to friends or family. 	<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * Begin to collect some resources needed for lesson/activity. * With support, wash some resources e.g. paint brushes/pots. * Communicate about texture e.g. rough, smooth, bumpy, spiky, shiny, dull etc. * Use scissors and tearing to create a range of shapes. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Choose own resources for lesson/activity. * Collect resources and puts resources away. * Wash resources e.g. paint pots, brushes etc. * Create a woven effect by pushing and pulling over and under. * Use a combination of materials that have been cut, torn and glued. * Explore different methods of fixing one material to another. 	<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * Recognise differences in musical sounds. * Relate different musical sounds to different feelings and emotions. * Differentiate different timbres of different musical instruments. * Explore how differences in timbre may be made. * Explore the timbre of non-musical instruments. * Explore how the same instrument can create difference in timbre * Explore live music and the instruments used. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Relate different sound with different materials. * Interpret dramatic events using sound. * Experience music from different times, places and cultures. * Begin to use a wider range of musical instruments with control. 	<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * Independently enter the pool safely. * Independently exit the pool safely. * Use stroking movement with arms. * Balance float on back. * Submerge head in water. * Kick with straight legs. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Use kicking legs and a floater to move through the water. * Regain balance after lifting legs off the floor consistently. * Float on back and kick legs to move. * Begin to use arms and legs together to move across the water. 	<p><u>Most Children will:</u></p> <ul style="list-style-type: none"> * Follow a series of instructions (with signs and symbols). * Know when you might need help in the kitchen. * With support, use an electric whisk. <p><u>Some Children will:</u></p> <ul style="list-style-type: none"> * Independently clean a table top surface ahead of cooking activity. * Find kitchen equipment and utensils. * Name a range of kitchen utensils and equipment. * Talk about accidents that could happen in the kitchen. * Recognises how much squash is needed to make a drink (individual drink/jug full).