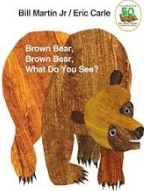
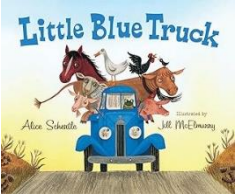
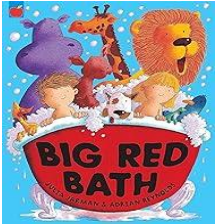
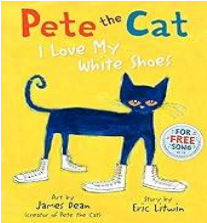




Autumn 2 Medium Term Plan

Class: Mint

Topic: Colour and Pattern

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths - Pattern</u>	<u>PHSE/British Values</u>
   	<u>Most Children will:</u> *Link sounds to letters and can sound out most single letters. *Know that words start with the same phoneme but may not be able to name it. *Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n *Recognise single graphemes and knows the sound they make. <u>Some Children will:</u> *Recognise some letters and symbols. *Respond to early interaction rhymes.	<u>Most Children will:</u> *Respond to very simple questions e.g. Where is your tummy? Where is your teddy? *Point to the correct part of a picture based on what they are doing e.g. 'Who is jumping?' *Understand who, what, where if used in simple questions asked within the here and now. *Copy simple rhythms using claps, instruments or body <u>Some Children</u> *Understand familiar words in context e.g. milk, mammy, bath. *Select familiar objects by name, finding the correct object from a small group of objects. *React to music with a strong and steady beat.	<u>Most Children will:</u> *Make controlled marks which have repetitive elements *Distinguish between the marks they make. *Sometimes give meaning to the marks they draw/paint etc. *Make a simple drawing to illustrate an idea *Imitate circular strokes *Imitate horizontal strokes *Imitate vertical strokes. *Colour in a picture and keep within the lines most of the time <u>Some Children will:</u> *Explore with a range of musical instruments *Begin to explore a range of media *Recognise mark-making materials *Make marks on paper and on other surfaces	<u>Most Children will:</u> *Explore patterns involving 2 repeating objects/shapes/colours. *Explore patterns involving 2 repeating shapes/colours. *Explore patterns involving 2 repeating colours. <u>Some Children will:</u> *Join in with repeated actions in songs *Join in with repeats in songs and stories *Sing some refrains independently *Have a sense of daily routines *Say what happens next *Make arrangements in art	<u>Most Children will:</u> *Identify things that make them happy/ sad. *Know how to seek out comfort or attention from others. *Accept help from familiar adults to support their regulation. *Recognise words linked to strong emotions – angry, sad, happy, excited etc. <u>British Values</u> *Take turns to speak, accepting the need to 'wait'. *Play alongside peers, sharing resources and taking turns. <u>Some Children will:</u> *Look at own facial expressions in a mirror. *Copy facial expressions, using a mirror. *Engage in activities to support their regulation. *Communicate likes and dislikes



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>P.E.</u>	<u>Food Tech</u>
<u>Most Children will:</u> *Walk in a line around school *Walk with their group without running or walking ahead *Respond to instructions of stop/go. <u>Some Children will:</u> *Walk independently outside of school	<u>Most Children will:</u> *Choose suitable clothing to wear to match weather *Name different types of weather. *Can say what the weather is like. *Communicate likes and dislikes while exploring senses *Show interest in different occupations and ways of life. <u>Some Children will:</u> *Accept wearing suitable clothing to match weather e.g. wellies/coat/hat etc *Explore a range of items using senses *Explore using different body parts e.g. hands, feet, mouth *Engage in sensory stories *In pretend play, imitate everyday actions and events from own family and cultural background	<u>Most children will:</u> *Explore colour mixing. *Sort by colour. *Name shades and are not phased by different shades. *Know it is dark when they close their eyes. *Identify objects from silhouettes *Show an awareness of shadows. *Copy and continue a pattern using a variety of objects and materials. *Create own pattern using a variety of objects and materials. *Recreate pattern <u>Some Children will:</u> *Identify a range of colours *Begin to sort by colour *Explore primary and secondary colours *Explore simple patterns using a range of colour	<u>Most children will:</u> *Recognise that rhythm can be created using anything. *Copy simple rhythms containing one, two or three beats using claps, instruments or body percussion. *Tap out simple repeated rhythms. *Create movement in response to music. *Make up rhythms. *Begins to copy and perform simple patterns. <u>Some Children will:</u> *React to music with a strong, steady beat. *Keep a steady beat alongside others or to a piece of music or rhythm. *Begin to move to music, listen or join in rhymes or songs *Mirror actions they have observed, e.g. clapping or waving. *Listen to simple rhythms being tapped out.	<u>Most Children will:</u> *Copy and explore basic movements and body patterns. *Remember and perform a short sequence of movements/actions to music. *Clap and stamp to a beat or music. *Link movements to sounds and music. *Begin to move with more control and fluency to music. *Explore a range of genres of music and dance styles of dance. *Perform activities on their own or in a group. *Watch others perform. *Will notice the end of a performance and react. <u>Some Children will:</u> *Respond to a range of stimuli. *Respond to music starting and stopping. *Move to music. *Copy movements.	<u>Most Children will:</u> *With support, add the correct amount, following a recipe e.g two cups of sugar <u>Some Children will:</u> *With support, add the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips. .