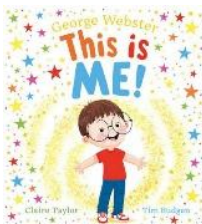
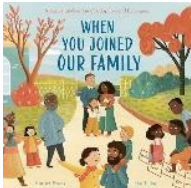
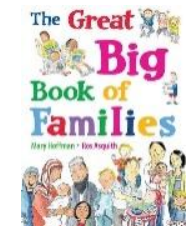
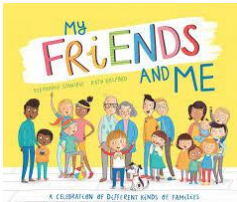
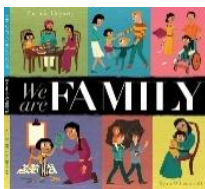




## Autumn 1 Medium Term Plan

**Class:** Lime Class

**Topic:** My People

| Key Texts                                                                                                                                                                                                                                                                                                                                                                                                                      | Phonics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark Making/Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PHSE/British Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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|      | <p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>*Copies finger movements and other gestures linked to rhyme, songs and stories.</li> <li>*Joins in with actions linked to a familiar rhyme, songs and stories.</li> <li>*Develops play around familiar stories, rhymes or songs.</li> <li>*Repeats repetitive words, sounds or phrases from a story or rhyme.</li> <li>*Links sounds to letters and can sound out most single letters.</li> <li>*Knows that words start with the same phoneme but may not be able to name it.</li> <li>*Clap one, two or three syllable words</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Uses phonic knowledge confidently to read new and unfamiliar words</li> <li>*Orally blends compound words e.g foot-ball/rain-bow.</li> <li>*Recognises digraphs and knows the sound they make.</li> </ul> | <p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>*Listens to songs and stories with increasing attention and recall.</li> <li>*Understands that meaning is shown through familiar symbols. *Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n</li> <li>*Uses phonic knowledge to read single words.</li> <li>*Points to words and pictures when asked, showing an understanding of the difference between them.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Responds to very simple questions e.g. Where is your tummy? Where is your teddy? e.g. happy/sad or big/small</li> <li>*Finds it funny when an adult makes a deliberate mistake during a rhyming story or song and can tell you what the right word should be</li> <li>*Uses phonic knowledge to read sentences.</li> <li>*Answers questions (who, what, where) about a story verbally or using signs/symbols/gestures</li> </ul> | <p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>*Communicates an appropriate word to complete a sentence when an adult pauses e.g. We're going to the .... (zoo/farm/shop etc)</li> <li>*Draws lines or shapes on a large scale</li> <li>*I identify initial sounds</li> <li>*Draws objects or people with discernible features</li> <li>*I hear, say and write the initial sound in words.</li> <li>*Attempts to write words using letter sound knowledge</li> <li>*Forms some letters correctly</li> <li>*Makes a simple drawing to illustrate a story</li> <li>*Labels a simple diagram</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>* Spells CVC words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>*I can write some learnt tricky words.</li> <li>*I segment a phoneme from a blend in a CCVC or CVCC word.</li> <li>*I can identify or write 25+ graphemes on hearing corresponding phonemes *They write simple sentences which can be read by themselves and others.</li> </ul> | <p><b>Most Children will</b></p> <ul style="list-style-type: none"> <li>*Practise counting each object, action or sound once hear and join in with the counting sequence to 5</li> <li>*Tag each object with 1 number word (1:1 correspondence)</li> <li>*see that they have 5 fingers on one hand.</li> <li>*Make collections of 5 in different ways.</li> <li>*Practise counting each object once and only once</li> <li>*Practise subitising amounts to 4</li> <li>compare groups of up to 3 objects by matching them 1:1 say when they have an equal number.</li> <li>*Identify the 'whole' when shown 1 part of a familiar object</li> <li>*Hear the language of 'whole' and 'parts'.</li> <li>*Identify parts of their own body</li> <li>recognise that some whole objects have parts that cannot be removed.</li> <li>*Investigate ways to compose and de-compose sets of 2 and 3</li> <li>*To complete shape match puzzles</li> <li>*To match objects to pictures</li> <li>*To identify and name circles and triangles</li> <li>*To combine shapes with four sides</li> </ul> | <p><b>Most Children will:</b></p> <ul style="list-style-type: none"> <li>*Identify likes and dislikes</li> <li>*Explore making facial expressions to represent the feelings of worried, angry, sad</li> <li>*Begin to take turns with more independence.</li> <li>*Identify family members</li> <li>*Plays alongside others.</li> <li>*Controls behaviours around peers e.g. uses kind hands consistently</li> <li>*Communicates how they are feeling when around peers (sometimes not appropriately)</li> <li>*Accept class rules and the consequence for not following the rules.</li> <li>*Engage in role play activities linked to the emotions of happy, sad and angry.</li> </ul> <p><b>Some Children will:</b></p> <ul style="list-style-type: none"> <li>*Recognise kind and unkind behaviours.</li> <li>*Communicate please and thank you with adult support, moving to doing this without adult prompting.</li> <li>*Accepts children play with them.</li> </ul> |



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|  |  |  |  | <p>*To choose items based on their shape for a purpose<br/>*To notice shapes in the environment<br/>*To talk about my day and night</p> <p><b><u>Some Children will:</u></b><br/>*say and make numbers to 5 on their fingers<br/>*Count 5 and 5 to make 10 altogether.<br/>*Revisit 'more than' or 'fewer than' by looking.<br/>*Identify that the parts are still visible when they are assembled to make the whole<br/>*To complete simple jigsaws<br/>*To identify and name shapes with four sides</p> |  |
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| <u>Independence</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <u>Understanding the World</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Art</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Music</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <u>P.E.</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Food Technology</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b><u>Most Children will:</u></b><br/>           *Walks in a line around school<br/>           *Places coat on a hook<br/>           *Puts clothes on the right way round<br/>           *Puts on socks the right way<br/>           *Handles a range of food stuff independently<br/>           *Communicates food/drinks they like or dislike.</p> <p><b><u>Some Children will:</u></b><br/>           *Walks independently outside of school<br/>           *Understands the concept of traffic lights and the meaning of each colour.<br/>           *Identifies clothing that can be worn on hot/cold days<br/>           *Understands the comparative terms on and off correctly when describing wearing clothes e.g. put it on, take it off.<br/>           *Automatically collects coat to put on at home time</p> | <p><b><u>Most Children will:</u></b><br/>           *Explore and use simple science equipment e.g. magnifying glass, magnets, pipettes etc<br/>           *Tries some new foods, with encouragement.<br/>           *Names different types of weather.<br/>           *Meet's and greets people in an appropriate way<br/>           *Beginning to recognise differences in people.</p> <p><b><u>Some Children will:</u></b><br/>           *Understand the effect of changing seasons on the natural world around them.<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.</p> | <p><b><u>Most Children will:</u></b><br/>           *Communicate likes about their own and other's artwork.<br/>           *Sticks a range of materials.<br/>           *Uses plasticine to sculpt.<br/>           *Uses Paper Mache to sculpt.<br/>           *Draws a face with all basic features.</p> <p><b><u>Some Children will:</u></b><br/>           Begins to collect some resources needed for lesson/activity.<br/>           *Chooses tools and materials which are appropriate to the activity.</p> | <p><b><u>Most Children will:</u></b><br/>           *Listen to a range of voices sing (with a wide vocal range.<br/>           *Tolerates listening to a range of voices sing.<br/>           *Explores their own voice.<br/>           *Tolerates music that is favoured by others</p> <p><b><u>Some Children will:</u></b><br/>           *Explore changes in pitch<br/>           *Explores and learns how sounds can be changed.<br/>           *Sing the pitch of a tone sung by another person ('pitch match').<br/>           *Joins in singing songs</p> | <p><b><u>Most Children will:</u></b><br/>           *Independently enters the pool safely.<br/>           *Independently exits the pool safely.<br/>           *Submerges head in water.<br/>           *Move in the water independently.<br/>           *Uses stroking movement with arms.</p> <p><b><u>Some Children will:</u></b><br/>           *Can balance float on back.<br/>           *Kicks with straight legs.<br/>           *To kick legs with support from an adult or floating aid on front.<br/>           *To move through the water on front with support from adult or floating aids.<br/>           *To move through the water on back with support from adult or floating aids.</p> | <p><b><u>Most Children will:</u></b><br/>           *Preparing for a cooking activity, following instructions to and developing independence to:<br/>           -wash hands<br/>           -dry hands<br/>           *Fills jug with water, knowing when to stop.<br/>           *Pours water from jug into smaller cups.<br/>           *With support, uses an electric whisk</p> <p><b><u>Some Children will:</u></b><br/>           *Pours cereal into a bowl, putting excess cereal back into box if needed.<br/>           *Pours milk onto cereal, into a bowl<br/>           -pours with control, knowing when to stop.<br/>           -Holds bowl with non-whisking hand (may require some hand over hand)</p> |