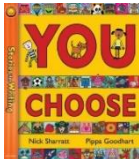
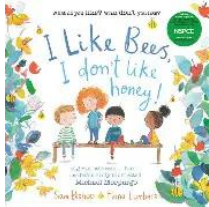
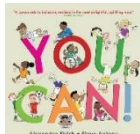




Autumn 1 Medium Term Plan

Class: Forest

Topic: Me, Myself and I

| Key Texts | Phonics | Reading | Mark Making/Writing | Maths Number | PSHE/British Values Self-Awareness |
|---|---|---|---|---|---|
| <p>You Choose – Pippa Goodhart and Nick Sharratt</p>  <p>I Like Bees, I don't like Honey! – Sam Bishop and Fiona Lumbers</p>  <p>You Can! – Alexandra Strick and Steve Anthony</p>  | <p>Most Children</p> <ul style="list-style-type: none"> *To take part in daily rhyme time sessions, engaging with props and copying actions *To take part in daily phonics sessions, engaging with props and actions *To begin to enjoy rhyming songs and stories *To respond to environmental sounds <p>Some Children</p> <ul style="list-style-type: none"> *To begin to detect rhyme and can find the odd one out. *To be able to recognise familiar sounds within the phonics provision *To begin to copy some sounds in phonics sessions *To identify and match sounds taught. *To be able to orally blends CVC words with long phonemes e.g. sh-ar-k/ s-oa-p. *To be able to orally blends CVC words with short phonemes e.g. c-a-t/s-u-n | <p>Most Children</p> <ul style="list-style-type: none"> *To be able to copy finger movements and other gestures linked to rhyme, songs and stories. *To begin to join in with actions linked to a familiar rhyme, songs and stories. *To begin to show spoken word is a clearer way. *To engage with sensory stories, reaching for props and moving them between hands. <p>Some Children</p> <ul style="list-style-type: none"> *To be able to respond to pictures in a familiar text. *To begin to repeat repetitive words, sounds or phrases from a story or rhyme. *To be able to fill in missing words, sounds or phrases in familiar stories or rhymes. | <p>Most Children</p> <ul style="list-style-type: none"> *To take part in dough disco, tapping, Mat Man, Squiggle Whilst you Wiggle sessions. *To enjoy drawing freely. *To begin to use anti-clockwise movements and can retrace vertical lines *To make marks on their picture to stand for their name. *To distinguish between the marks they make. <p>Some Children</p> <ul style="list-style-type: none"> *To be able to identify the initial letter of their names. *To have the ability to imitate circular strokes *To be capable to imitate horizontal strokes To be able to imitate vertical strokes. *To be able to draw lines or shapes on a large scale *To show preference for one hand | <p>Most Children</p> <ul style="list-style-type: none"> *To have the ability to count forwards in 1s, from 0 to 20 *To engage positively in counting backwards in 1s, from 20, to 0 *To be able to count forwards in 1s, from a different starting number, within 20 *To follow the CPA approach according to their abilities and strengths. <p>Some Children</p> <ul style="list-style-type: none"> *Beginning to recognise that each counting number is one more than the one before *Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same *1 more *1 less *Composition to 10 *Bonds to 10 (2 parts) *Make arrangements of 10 *Bonds to 10 (3 parts) | <p>Most Children</p> <ul style="list-style-type: none"> *To be able to recognise kind and unkind behaviours. *To begin to take turns with more independence. (Supported by turn-taking board to start with) <p>Some Children</p> <ul style="list-style-type: none"> *To be able to communicate please and thank you with adult support, moving to doing this without adult prompting. *To begin to listen to those around me. |



| <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</u> *To begin to walk independently outside of school *To be able to stop and look for traffic such as stopping at a kerb, looking left and right, crossing the road with support and stopping at a zebra crossing.</p> <p><u>Some Children</u> *With support, to begin to show some awareness of danger. *To begin to recognise some positional language: left, right, forward, backwards. *To be able to understand the concept of traffic lights and the meaning of each colour.</p> | <p><u>Most Children</u> *To begin to understand that an action can cause an effect/outcome *To be able to explore and use simple science equipment e.g. magnifying glass, magnets, pipettes etc *To demonstrate the skill to sort and categorise based on a simple feature e.g. cats/dogs etc *To be able to meet and greet people in an appropriate way</p> <p><u>Some Children</u> *To be able to show an awareness that they have similarities and differences that connect them to, and distinguish them from, others. *To begin to show interest in the lives of people who are familiar to them *To be able to recognise and describe special times or events for family or friends.</p> | <p><u>Most Children</u> *To be able to explore a range of materials using hands and feet. *To be able to tear material, accidentally or with intent, and examine. *To show ability to scrunch paper and examine. *To join in fruit and vegetables portraits.</p> <p><u>Some Children</u> *To be able to stick a range of materials. *To demonstrate the skill to use plasticine to sculpt. *To show the ability to use Paper Mache to sculpt. *To begin to communicate about texture e.g. rough, smooth, bumpy, spiky, shiny, dull etc.</p> | <p><u>Most Children</u> *To be capable to explore and experiment an increasing range of media (including musical instruments) and movement. *To have the ability to respond emotionally and physically when music changes. *To begin to develop an understanding of how to create and use sounds intentionally</p> <p><u>Some Children</u> *To begin to explore the different sounds of instruments. *To be able to experiment and create movement in response to music, stories and ideas *To initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences * To have the ability to play instruments with increasing control to express their feelings and ideas.</p> | <p><u>Most Children</u> *To be able to refine basic movement skills including such as rolling, crawling, hopping and skipping. *To have the ability to vary their pace and speed when running. *To demonstrate the skill to jog in a straight line. *To be able to perform different types of jumps: two feet to two feet and two feet to one foot</p> <p><u>Some Children</u> *To be able to run along a non-straight trail. *To have the ability to change direction when jogging. *To be able to perform different types of jump: one foot to the same foot, one foot to the opposite foot, star jumps and tuck jump</p> | <p><u>Most Children</u> *To be able to fill j jug with water, knowing when to stop. *To be able to pour water from jug into smaller cups.</p> <p><u>Some Children</u> *To begin to pour milk onto cereal, into a bowl *To be able to pour with control, knowing when to stop. *With support, to be able to use an electric whisk *To have the ability to hold a bowl with non-whisking hand (may require some hand over hand)</p> |