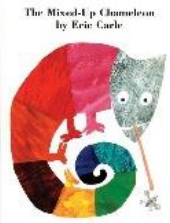
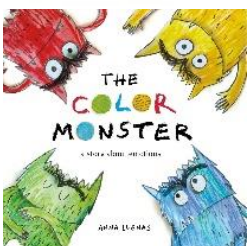
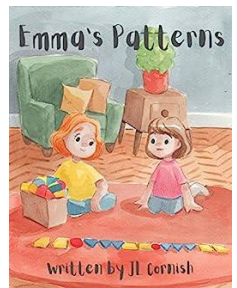
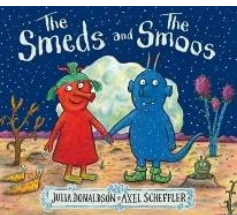




Autumn 2 Medium Term Plan

Class: Jade

Topic: Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
   	Most Children *Recognise some letters and symbols. *To enjoy rhyming stories, songs and rhymes. *Can recognise and name/match sounds in my environment Some Children *To begin to re-enact simple stories or real-life situations through role play *Copy finger movements and other gestures linked to rhyme, songs and stories. *Join in with actions linked to a familiar rhyme, songs and stories. *Begin to copy and repeat sounds, actions, words or phrases. *Repeat repetitive words, sounds or phrases from a story or rhyme. *Fill in missing words, sounds or phrases in familiar stories or rhymes. *Say 1 or 2 familiar words from a story or rhyme using a word/sign/symbol	Most Children *Listen to songs and stories with increasing attention and recall. *Respond to pictures in a familiar text. *Match objects to pictures *Recognise the object represented by a miniature object. *Show an interest in pictures or photographs. *Show a preference for a specific book from a small selection presented. *Turn to the next page in a book with pictures to see what happens. Some Children * Read CVC words and tricky words * Know that words, signs and symbols convey meaning. *Recognise familiar stories by their front cover. *Recognise familiar symbols and/or words around the classroom. *Know that information can be retrieved from books. *Select symbols to build a caption of phrase *Copy an adult pointing to words as they read. *Can match some familiar words to pictures	Most Children *Enjoys drawing freely *Begins to use anti-clockwise movements and can retrace vertical lines *Traces circular movements *Traces horizontal movements *Imitates circular strokes *Imitates horizontal strokes *Imitates vertical strokes. *Draws lines or shapes on a large scale *Shows preference for one hand *Makes large random strokes Some Children *I distinguish between the marks I make. *Makes marks on their picture to stand for their name. *I identify the initial letter of my name *Makes marks to represent their name *Includes a variety of letters and shapes within lines of scribble	Most Children * Experiences patterned objects and images * Explore patterns in the environment * Continues an action or interaction with an adult by repeating * Listen to repeats in songs and stories * Make line patterns with own sequences * Make simple pattern arrangements Some Children *Explain simple pattern arrangements *Make roads and bridges with intent *Choose blocks to copy simple creations * Make simple line patterns with objects *Show an interest I pattern and shape *Explore patterns involving 2 repeating objects/shapes/colours. *Explore patterns involving 2 repeating shapes/colours. *Explore patterns involving 2 repeating colours.	Most Children *Look at own facial expressions in a mirror. *Copy facial expressions, using a mirror. *Respond to facial expressions which represent different emotions or feelings. *Accept help from familiar adults when dysregulated. *Engage in activities to support my regulation. *Communicates likes and dislikes *Able to soothe/regulate with support from a family adult. Some Children *Recognise some good/not good feelings. *Begin to identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. *Identify things that make me happy, sad, angry, scared *Knows how to seek out comfort or attention from others. *Show some understanding and awareness of how those around me are feeling.



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