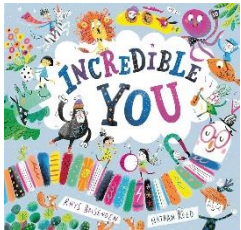
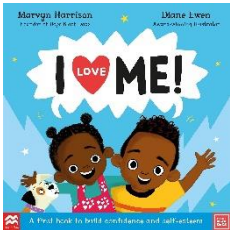
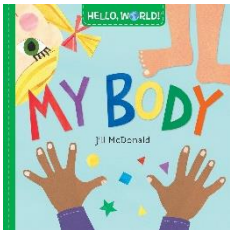




Autumn 1 Medium Term Plan

Class: Rose

Topic: Me, Myself and I

<u>Key Texts</u>	<u>Phonics</u>	<u>Reading</u>	<u>Mark Making/Writing</u>	<u>Maths</u>	<u>PSHE/British Values</u>
<p>*Incredible You by Rhys Brisenden and Nathan Reed</p>  <p>*I Love Me by Marvyn Harrison</p>  <p>*Hello World! My Body by Jill McDonald</p> 	<p><u>Most Children</u></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 enjoy rhyming songs and stories *To respond to environmental sounds <p><u>Some Children</u></p> <ul style="list-style-type: none"> *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 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *To make fleeting eye contact with the adult reading *To engage with and respond to daily stories, showing attention and interest in illustrations *To engage with sensory stories, reaching for props and moving them between hands <p><u>Some Children</u></p> <ul style="list-style-type: none"> *To indicate to an adult that they want a specific book reading to them *To select familiar objects by name *To fixate on an adult or object during stories, especially sensory stories *To independently explore books in provision, turning pages 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *To look for reactions and responses to actions or communication *To explore a range of media tools *To make marks on paper and other surfaces <p><u>Some Children</u></p> <ul style="list-style-type: none"> *To make the choice to mark make on a range of materials using a range of media in provision *To hold a mark making utensil with sufficient grip and pressure to make marks on paper 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *To react to obvious changes in amounts when those amounts are significant *To respond to words like "more" *To add to objects and draw attention to changes in amount <p><u>Some Children</u></p> <ul style="list-style-type: none"> *To reach for or look at objects as they are counted *To look for things that have moved out of sight *To develop counting like behaviours such as making sounds, pointing or saying some numbers in sequence 	<p><u>Most Children</u></p> <ul style="list-style-type: none"> *To recognise themselves and that there is others around them *To respond to stimuli linked to feelings of sad and angry and allow comfort from a familiar adult *To demonstrate appropriate listening skills *To respond to simple class rules and instructions and accept consequences when these aren't followed (BV) <p><u>Some Children</u></p> <ul style="list-style-type: none"> *To accept taking turns (with adult support) *To recognise family members and special people when shown visual stimuli *To tolerate others playing with toys I like



<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 walk in a line around school, independently within a group without running away *To respond to instructions of stop and go *To walk without pulling away from an adults hand *To find and identify own coat</p> <p><u>Some Children</u> *To find their way to a familiar room *To begin to show understanding of danger and objects that can cause harm *To point to features on their face/body when asked</p>	<p><u>Most Children</u> *To show interest and curiosity around stimuli of themselves and their families *To explore a range of items with different senses and body parts *To explore new foods by touching, smelling etc *To observe cause and effect</p> <p><u>Some Children</u> *To begin to show an interest in peers *To imitate everyday actions and events in play *To recognise what can and cannot be eaten *To know how to operate some simple technological equipment</p>	<p><u>Most Children</u> *To tolerate preparations for art – aprons on and hands being washed *To explore a range of textures using hands and feet *To tear material – accidentally or intentionally – and observe the effects *To scrunch paper and examine the effects</p> <p><u>Some Children</u> *To show awareness of cause and effect in the creative process *To run hands through a range of media (rice, water, sand etc) *To explore the range of colours available to be used</p>	<p><u>Most Children</u> *To explore different musical instruments *To explore how different sounds can be made (with instruments and body) *To show attention to sounds and music</p> <p><u>Some Children</u> *To develop an understanding of how to create and use sounds intentionally *To make links between music they hear and certain routines – clean up song etc *To respond to early interaction rhymes and action songs</p>	<p><u>Most Children</u> *To refine their basic movements – running, walking, jumping and climbing *To run with legs and arms coordinated *To lift one leg off the floor then the other</p> <p><u>Some Children</u> *To walk safely in space, showing awareness of others and objects around them *To experiment and explore the action of jumping in play *To jump up and down on the spot</p>	<p><u>Most Children</u> *To explore filling and emptying a range of containers *To use cups to pour an item into a bowl *To tolerate preparation activities such as washing hands etc</p> <p><u>Some Children</u> *To hold a bowl with non-mixing hand *To begin to engage in home corner role play with support *To follow a set of instructions with signs and symbols</p>