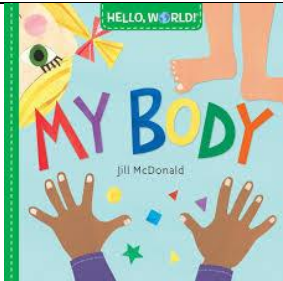
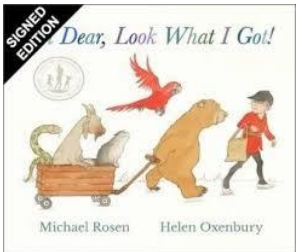
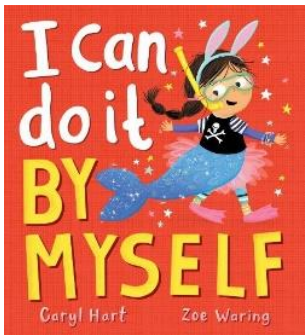




## Autumn 1 Medium Term Plan

**Class:** Ruby Class

**Topic:** Me, Myself and I

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
    	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>*To take part in daily rhyme time sessions.</li> <li>*To take part in daily phonics sessions.</li> <li>*To enjoy rhyming song and stories.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To be able to recognise familiar sounds within the phonics table.</li> <li>*To begin to re-enact stories within role play with adult support.</li> <li>*Begin to copy some sounds.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To take part in whole class story sessions daily.</li> <li>*To take part in weekly sensory stories and sensory massage.</li> <li>*To be able to explore objects and sensory texts and equipment using hands.</li> <li>*To begin to copy actions.</li> <li>*Turns pages in a book without support.</li> <li>*Begins to recognise familiar words in context.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To be able to match 2 of the same objects.</li> <li>*To begin to initiate to an adult that they would like a story to be read.</li> <li>*To choose a book to read independently.</li> <li>*To explore the role play area and act appropriately in that environment.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To take part in dough disco weekly.</li> <li>*To take part in action songs daily.</li> <li>*To use a range of media for mark making.</li> <li>*To hold a pencil or writing implement correctly.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To use writing within play and unstructured times.</li> <li>*To trace circular and horizontal movements.</li> </ul>	<p><b>Most Children</b></p> <p>To take part in daily counting songs/messy maths.</p> <ul style="list-style-type: none"> <li>*Recognise and use numbers 0-10.</li> <li>*Be able to respond to words like "more".</li> <li>*Join in with tapping and clapping along with simple rhymes and songs.</li> <li>*Be able to reach for and look at objects as they are counted.</li> <li>*Begin to develop counting like behaviour.</li> <li>*Use the number blocks daily.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*Begin to anticipate the ending of key elements of rhymes, songs and number games.</li> <li>*Count in 1's to 10.</li> <li>*Count backwards in 1's 10 to 0.</li> <li>*Begin to count from a different starting number.</li> </ul>	<p><b>Most Children</b></p> <ul style="list-style-type: none"> <li>*To take part in daily ZOR and song beginning to recognise basic emotions.</li> <li>*To be able to regulate emotions with support.</li> <li>*To demonstrate good listening within a group.</li> <li>*To demonstrate good listening 1:1.</li> <li>*To follow classroom rules and routines.</li> <li>*To be able to make choices.</li> <li>*To be able to make a preference with support.</li> <li>*To begin to use the ZOR.</li> </ul> <p><b>Some Children</b></p> <ul style="list-style-type: none"> <li>*To request more of a liked activity.</li> <li>*To recognise the sad emotion.</li> <li>*To identify how characters within a story are feeling sad.</li> <li>*To begin to take turns with an adult.</li> <li>*To begin to develop empathy for others.</li> <li>*To begin to understand how others are feeling.</li> </ul>



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<p><b><u>Most Children</u></b>            *To practise independently undressing for PE.            *To be able to identify own shoes and put on with support.            *To be able to eat lunch in the school hall around peers.            *To be able to use cutlery.            *To be able to find cutlery.            *To understand toileting needs.            *To be able to wash hands throughout the school day with support.</p> <p><b><u>Some Children</u></b>            *To be able to identify belongings.            *To know where belongings should stay and be able to locate them throughout the school day.            *To eat lunch with a peer.            *To access the toilet area with greater independence.</p>	<p><b><u>Most Children</u></b>            *To take part in weekly sensory sessions.            *To understand senses and their use.            *To observe cause and effect toys.            *To explore simple scientific equipment.            *To recognise pictures of themselves and their family.            *To use role play appropriately-making tea.</p> <p><b><u>Some Children</u></b>            *To know the weather and to dress appropriately with adult support.            *To recognise scientific equipment.</p>	<p><b><u>Most Children</u></b>            *With support to be able to prepare for an art activity.            *With support to be able to help tidy up from an art activity.            *To produce weekly art work using creative exploration.            *To experiment with different textures, colours and shapes whilst developing fine motor skills and spatial reasoning.</p> <p><b><u>Some Children</u></b>            *To know when an art lesson is beginning.            *To use a range of media and be able to recognise media as it is used.</p>	<p><b><u>Most Children</u></b>            *To take part in weekly charanga sessions.            *To use a rain stick, wind chimes and drum within music sessions and listen to adult instructions for using the instruments.            *To begin to follow instructions to play electronic instruments.            *To use everyday objects to make music.</p> <p><b><u>Some Children</u></b>            *To recognise music is linked to everyday routines.            *To be able to recognise 'louder' and 'quieter'.</p>	<p><b><u>Most Children</u></b>            *To take part in weekly PE sessions with coach-June.            *To move with coordination and control.</p> <p><b><u>Some Children</u></b>            *Begin to run around obstacles.            *Begin to run around a circuit.            *To jump from one foot to another.            *To jump over PE equipment.            *To jump off PE equipment.            *To use a range of PE equipment.</p>	<p><b><u>Most Children</u></b>            *To be able to prepare for a cooking activity.            *To begin to sequence an activity.            *To be able to pour some cereal and milk and make simple choices about likes/dislikes.            *To be able to hold kitchen equipment.            *To be able to make a simple breakfast.</p> <p><b><u>Some Children</u></b>            *To recognise and find some simple kitchen equipment.            *To request the ingredients, they need to make a simple breakfast.            *To request the resources, they need to make a simple breakfast.</p>