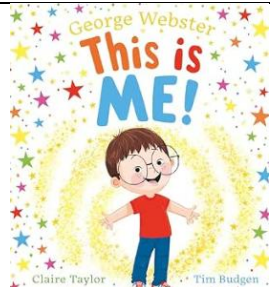




Autumn 1 Medium Term Plan

Class: Peacock

Topic: My People

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
 This is me by George Webster.  Spreading my Wings by Nadia Hussain  Ten Little Fingers and Ten Little Toes by Mem Fox	Most Children: *Link sounds to letters and can sound out most single letters. *Know that words start with the same phoneme but may not be able to name it. *Know which sound my name starts with. *Identify initial phonemes in a word. *Sort by initial phoneme. *Knows some words start with the same sound as my name. - Orally blends CVC words with short phonemes e.g. c-a-t/s-u-n *Recognises single graphemes and knows the sound they make. *Identifies final phonemes in a word. Some Children: *Name the letters of the alphabet in upper/lower case. *Use phonic knowledge confidently to read new and unfamiliar words *Read words with more than one syllable that contain taught sounds.	Most Children: *Recognise familiar stories by their front cover. *Recognise familiar symbols and/or words around the classroom. *Understand the sequence of symbols on a visual timetable/now and next board etc. *Communicate wants/needs using words, symbols or signs. *Discriminate between line drawings. *Discriminate between numbers and letters. *Know that information can be retrieved from books. *Follow a simple text using symbols e.g. recipe. *Select symbols to build a caption of phrase Colourful Semantics). Some Children: *Make a simple prediction about what might happen next in a story. *Answer simple 2 key word questions about a story e.g. 'Is the bear black?' Yes/No	Most Children: *Add some marks to their drawings which give meaning. *Ascribe meanings to the marks I see in different places *Use writing in play *Make marks to represent their name *Begin to use anti-clockwise movements and can retrace vertical lines *Trace circular movements *Trace horizontal movements. *Draws lines or shapes on a large scale *Shows preference for one hand Some Children: *Use their phonic knowledge to write words in ways which match their spoken sounds. *They also write some irregular common words *Write simple sentences which can be read by themselves and others.	Most Children: *Count forwards in 1s, from 0 to 50 *Count backwards in 1s, from 50 to 0 *Count forwards in 1s, from a different starting number, within 50 *See that they have 5 fingers on one hand. *Say and make numbers to 5 on their fingers *Practise counting each object, action or sound once and only once *Make collections of 5 in different ways. *Use counters to represent 5 objects *Use a die frame to represent 5. *Develop conceptual subitising skills with linear and paired arrangements of up to 5 dots. Some Children: *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s *Given a number, identify 1 more and 1 less	Most Children: *Recognise things that make me feel sad, worried or angry. *Explore making facial expressions to represent the feelings of worried, angry, sad *Recognise kind and unkind behaviours. - Begin to take turns with more independence. *Explore the concept of fair/unfair. *Communicate please and thank you with adult support, moving to doing this without adult prompting. *Begin to listen to those around me. Some Children: *Work as part of a team to reach a desired outcome *Recognise when someone has missed their turn and demonstrate an understanding of how this might make them feel.



<u>Independence</u>	<u>Understanding the World</u>	<u>Art</u>	<u>Music</u>	<u>PE</u>	<u>Food Technology</u>
<u>Most Children:</u> *Walk independently outside of school *Stops and looks for traffic -stop at a kerb -looks left and right -crosses the road with support *Stop at a zebra crossing *Cross a road using a pelican crossing with support. *With support, begin to show some awareness of danger <u>Some Children:</u> *Stop and looks for traffic and can say when it is safe to cross a road. *Cross a road safely using a zebra crossing - wait for traffic to stop -confidently make a decision when it is safe to cross *Cross a road using a pelican crossing independently (with adult supervision)	<u>Most Children:</u> *Meet and greet people in an appropriate way *Show an awareness that they have similarities and differences that connect them to, and distinguish them from, others. *Show interest in the lives of people who are familiar to them *Show interest in different occupations and ways of life. *Begin to recognise differences in people. <u>Some Children:</u> *Remembers and talks about/communicates about significant events in their own experience. *Recognises and describes special times or events for family or friends. *Has an understanding of occupations and can say jobs they would like/would not like. *Knows some of the things that make them unique, and can talk about/communicate about some of the similarities and differences in relation to friends or family. *Enjoys joining in with family customs and routines.	<u>Most Children:</u> Take photos and videos. *Put apron on and takes off independently. *Begin to collect some resources needed for lesson/activity. *With support, wash some resources e.g. paint brushes/pots. *Choose own resources for lesson/activity. *Collect resources and puts resources away. *Wash resources e.g. paint pots, brushes etc. <u>Some Children:</u> *Explore lines and shape using digital media *Explore animation - stop animation (James Stuart Blackton) and using an app such as Stop Motion. -create a flip book	<u>Most Children:</u> *Recognise differences in musical sounds. *Relates different musical sounds to different feelings and emotions. *Differentiates different timbres of different musical instruments. *Explore how differences in timbre may be made. *Explore the timbre of non-musical instruments. *Explores live music and the instruments used. *Interpret dramatic events using sound. *Beginning to use a wider range of musical instruments with control <u>Some Children:</u> *Play instruments with increasing control to express their feelings and ideas. *Begins to show preference to different types of music.	<u>Most Children:</u> *Use kicking legs and a floater to move through the water. *Regain balance after lifting legs off the floor consistently. *Float on back and kick legs to move. *Begin to use arms and legs together to move across the water. <u>Some children:</u> *Independently enter the pool safely. *Independently exit the pool safely. *Use stroking movement with arms. *Can balance float on back. *Submerge head in water. *Kick with straight legs.	<u>Most Children:</u> *Fill a jug with water, knowing when to stop. *Pour water from jug into smaller cups. *Pour cereal into a bowl, putting excess cereal back into box if needed. *Pour milk onto cereal, into a bowl -pour with control, knowing when to stop. *With support, use an electric whisk -Hold a bowl with non-whisking hand (may require some hand over hand) <u>Some Children:</u> Recognise how much squash is needed to make a drink (individual drink/jug full) *Recognise if squash is too strong or too weak, knowing how to improve (adding more squash/adding more water) *Fold, kneads and rubs mixtures with minimal support