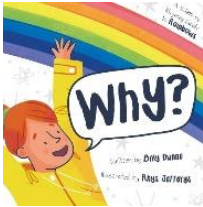
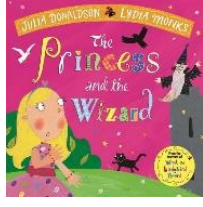
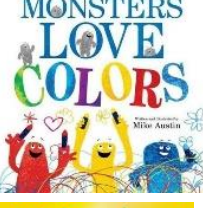




Autumn 2 Medium Term Plan

Class: Rainbow

Topic: Colour and Pattern

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
   	Most Children *Reacts to music with a strong and steady beat. *Recognises the object shown in a photograph. *To engage with familiar songs, rhymes and stories *To indicate wanting 'more' during interaction rhymes Some Children: *Keeps a steady beat to a piece of music or to a rhythm. *Understands that meaning is shown through familiar symbols. *Matches two of the same objects. *To respond to early interaction rhymes	Most Children *To engage in shared reading activities. *To make fleeting eye contact with the adult reading *To be exposed to a wide range of vocabulary *To begin to understand single words *To understand the use of Objects Some Children * To request favourite book to read *Turns to the next page in a book with pictures to see what happens. *To develop understanding of simple concepts *Has favourite stories which they like to listen to and look at again and again. *To develop listening and comprehension skills. *To indicate to an adult that they want them to read a specific book.	Most Children *To tolerate tools in their hand to mark-make *To make marks on paper and on other surfaces *To make marks with a range of media *To scribble spontaneously when given paper and mark-making Some Children *To hold a pencil with sufficient grip and pressure to make marks on paper choose to mark-make *To make a simple drawing to illustrate an idea *To make circular shapes with a drawing tool	Most Children *Shows interest in patterned songs, rhymes and movements *Experiences patterned objects and images *Move to the rhythm patterns in familiar songs, *Initiates and continues repeated actions Some Children *Says some counting words randomly. *Reacts to obvious changes of amount when those amounts are significant (more than double) *Can take 'one' in learned situations – e.g. a biscuit. *Begins to predict what happens next in predictable situations *Explore patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement. *Engages in "back and forth" and repetitive "again" games.	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. *Recognises when they want to be on their own and when they want to be around others. Some Children *Accept taking turns (with adult support) *Accept help from familiar adults when dysregulated. *Engage in activities to support my regulation. *Communicates likes and dislikes (although often not appropriately) *Able to soothe/regulate with support from a family adult.



<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> * Walks without pulling away when holding an adult's hand. * Accepts exploration of self, e.g. accepting a hand massage. * Accepts their hand being guided over a range of textures * Reacts to textures with minor physiological changes when feeling rough or smooth surfaces * Reacts when their hands/feet are touched with different textures * Co-operates physically during familiar routines * Puts arms down sleeves with assistance <u>Some Children</u> * Walks independently without running away * Participates more actively in the dressing process * Takes off their coat/top	<u>Most Children</u> * To observe cause and effect. * Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. * Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them * Explore a range of items using senses * Explore using different body parts e.g. hands, feet, mouth * Engage in sensory stories <u>Some Children</u> * Is curious about people and shows interest in stories about themselves and their family. * To match picture to picture/object to symbol * Understands that an action can cause an effect/outcome * Repeat actions that have an effect.	<u>Most Children</u> * Works alongside adults to press, roll or pinch – playdough, plasticine, clay. * Randomly changes colour * Tolerates body parts being used for printing. * Uses fingers, feet and a range of brushes to create marks. * Explore simple printing. <u>Some Children</u> * Rolls dough * Rolls dough into a rough ball. * Uses dough cutters. * Presses objects into dough. * Explore simple patterns using a range of colour * Realises there is a range of colours that can be used. * Begins to sort by colour	<u>Most Children</u> * Experience different musical sounds. * Explores a range of musical instruments. * Relates sounds to events (e.g. a particular noise being used for an event in a sensory story) * React to music with a strong, steady beat. * Enjoy dancing, marching and using musical instruments alongside music and rhythms <u>Some Children</u> * Keep a steady beat alongside others or to a piece of music or rhythm. * Begins to move to music, listen or join in rhymes or songs * Mirrors and improvises actions they have observed, e.g. clapping or waving. * Listens to simple rhythms being tapped out.	<u>Most Children</u> * Refine basic movement skills including -running -walking -climbing. * Walk safely in space, showing awareness of others and objects around them. * Experiment and explore the action of jumping in play. * Lift one leg from the floor and then the other. * Responding to music starting and stopping. * Moving to music. * Copying movements. <u>Some Children</u> * Show the difference between walking and running * Refine basic movement skills including -jumping	<u>Most Children</u> * Communicates foods they like/dislike * Explores new food – touch, smell etc. * Preparing for a cooking activity, tolerating: -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up * With support, adds the correct number of items to a recipe e.g. two eggs to a bowl, 5 chocolate chips. <u>Some Children</u> * Follow up to 3 instructions (with signs and symbols) * Begins to press cutters into dough with support (may need hand over hand)