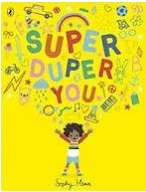
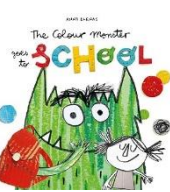
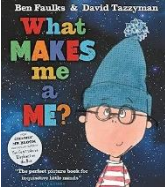
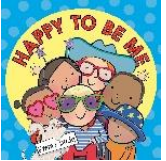
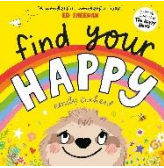
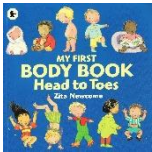




Autumn 1 Medium Term Plan

Class: Rainbow

Topic: Me, Myself and I

Key Texts	Phonics	Reading	Mark Making/Writing	Maths	PSHE/British Values
     	<p>Most Children</p> <ul style="list-style-type: none"> * Reacts to music with a strong and steady beat. * Reacts to normal, everyday sounds. * Recognises objects of reference and anticipate events associated with them e.g. bells for music or whistle for PE * Recognises the object shown in a photograph. * To engage with familiar songs, rhymes and stories <p>Some Children:</p> <ul style="list-style-type: none"> * Keeps a steady beat to a piece of music or to a rhythm. * Recognises some print within a familiar environment e.g. cornflake box, first letter of name, bus or door number, symbols around classroom etc. * Understands that meaning is shown through familiar symbols. * Matches two of the same objects. 	<p>Most Children</p> <ul style="list-style-type: none"> * To engage in shared reading activities. * To be exposed to a wide range of vocabulary * To begin to understand single words * To develop listening and comprehension skills. * To indicate to an adult that they want them to read a specific book. * To understand the use of Objects <p>Some Children</p> <ul style="list-style-type: none"> * 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 * To understand who, what, where * Has favourite stories which they like to listen to and look at again and again. 	<p>Most Children</p> <ul style="list-style-type: none"> * I am beginning to explore a range of media * Can recognise mark-making materials * Will tolerate tools in their hand to mark-make * Will make marks on paper and on other surfaces * I make marks with a range of media * Scribbles spontaneously when given paper and mark-making * Holds a pencil with sufficient grip and pressure to make marks on paper 	<p>Most Children</p> <ul style="list-style-type: none"> * Takes part in finger rhymes/songs with numbers. * Begins to anticipate the ending or key elements of rhymes, songs and number games. * Responds to words like more. * Join in tapping and clapping along to simple rhythms. * Tolerates number rhymes and songs. <p>Some Children</p> <ul style="list-style-type: none"> * Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence * 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. 	<p>Most Children</p> <ul style="list-style-type: none"> * Recognise that there is self and there are others around me. * Tolerate being in a working space with my peers. * Tolerate others playing with toys they like. * Recognise family members and special people when shown visual stimuli * Explore different areas of the classroom. * To respond appropriately to classroom/school rules. * To accept consequences when rules are not followed. <p>Some Children</p> <ul style="list-style-type: none"> * Look at own facial expressions in a mirror. * Accept taking turns (with adult support) * Respond to facial expressions which represent different emotions or feelings.



<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> *Walks in a line around school *Begins to observe their own body e.g, through watching own hands *Points to main features on face/body when asked. *Accepts exploration of self, e.g. accepting a hand massage. *Accepts their hand being guided over a range of textures *Reacts when their hands/feet are touched with different textures</p> <p><u>Some Children</u> * Walks without pulling away when holding an adult's hand. * Walks independently without running away * Tolerates wearing different clothing requested by adults depending on the weather e.g. coat/sunhat/sun cream</p>	<p><u>Most Children</u> * To observe cause and effect. *To explore simple science equipment e.g. magnifying glass, magnets, pipettes etc * Explore a range of items using senses *Explore using different body parts e.g. hands, feet, mouth *Engage in sensory stories</p> <p><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 etc. *Understands that an action can cause an effect/outcome</p>	<p><u>Most Children</u> *To tolerate preparations for art – aprons on and hands being washed * Explores a range of materials using hands and feet * Tears material, accidentally or with intent, and examines * Scrunches paper and examines *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>Some Children</u> * Mark makes to represent name *To show awareness of cause and effect in the creative process * Colours over a picture *Sticks a range of materials *Uses plasticine to sculpt</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> * Communicates foods they like/dislike *Explores new food – touch, smell etc. *To know what food is e.g. recognising if we can eat something or not * Preparing for a cooking activity, tolerating: -washing hands -drying hands -wearing apron -hair being tied back -roll sleeves up *Begins to help cleaning a table/surface</p> <p><u>Some Children</u> * Sequence and order up to 2 pictures *Follow up to 3 instructions (with signs and symbols)</p>