

Autumn 1 2021 - Medium term plan

Healthy Living.

Birth -3 and 3-4 year olds.

CL	<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of the pictures. Enjoy listening to longer stories and can remember much of what happens.• Can find it difficult to pay attention to more than one thing at a time.• Use a wider range of vocabulary.• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"• Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
PD	<ul style="list-style-type: none">• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities which they make up for themselves, or in teams.• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

PSE	<ul style="list-style-type: none"> • Establish their sense of self. • Thrive as they develop self-assurance. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.
L	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and responds to the pictures or the words. • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories.

	<ul style="list-style-type: none"> • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom - Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - Write some or all of their name.
M	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Complete inset puzzles. • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'.

UW	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. Begin to make sense of their own life-story and family's history. Explore how things work. • Explore and talk about different forces they can feel. • Continue to develop positive attitudes about the differences between people.
EA and D	<ul style="list-style-type: none"> • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.

	<ul style="list-style-type: none">• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Explore colour and colour-mixing.• Remember and sing entire songs.