

Autumn 2 2021 - Medium term plan

Sound and Music.

Birth -3 and 3-4 year olds.

CL	<ul style="list-style-type: none">• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').• 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.• Use longer sentences of four to six words.
PD	<ul style="list-style-type: none">• Develop manipulation and control.• Explore different materials and tools.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Start to eat independently and learn how to use a knife and fork.• Show a preference for a dominant hand.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

PSE	<ul style="list-style-type: none"> • 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 ..." • Develop friendships with other children. • 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. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas • Begin to understand how others might be feeling.
L	<ul style="list-style-type: none"> • 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 • Understand the five key concepts about print: <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 • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word • Engage in extended conversations about stories, learning new vocabulary. - Write some or all of their names.

M	<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. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • 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'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
UW	<ul style="list-style-type: none"> • • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside.. • Talk about what they see, using a wide vocabulary. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue to develop positive attitudes about the differences between people.

<p>EA and D</p>	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • 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. • 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.