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# MEDIUM TERM PLANS

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Autumn Term 2

<b>Themes and Contexts: Christmas stories and traditions. Celebrating difference.</b>	<b>See Long Term Plans for Knowledge</b>
<b>What would we like the children to be demonstrating?</b>	
<b>Personal, Social and Emotional Development.</b>	
<p>I have formed a secure bond with my keyworker and become more outgoing with all adults in the setting.</p> <p>I begin to form friendships with others.</p> <p>I know where things are in my environment so I can be independent and tidy away.</p> <p>I know how it feels to be proud of something I am good at.</p> <p>I can tell you one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I can tell you how I could make new friends.</p> <p>I can use my words to stand up for myself.</p>	
<b>Communication Language</b>	
<p>I take turns to talk in a small group, led by an adult.</p> <p>I take turns in larger groups by putting my hand up.</p> <p>I listen to my peers' conversations in one-to-one or small group situations.</p> <p>I play simple 'things-that-go-together' games.</p> <p>I sort a set of objects into two groups based on a shared, simple semantic link.</p> <p>I enjoy listening to short stories.</p> <p>I understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>I understand instructions containing the words 'behind,' 'in front' and 'next to.'</p> <p>I learn new words as we talk and share stories as a group.</p> <p>I initiate interactions using talk.</p> <p>I begin to play simple, rule-bound games such as 'picture lotto' or 'dominoes.'</p>	
<b>Physical Development</b>	
<p>I can sit on a push-along wheeled toy and use a scooter.</p> <p>I can run and freeze on command.</p>	

I make large vertical, horizontal and circular marks.

I can use large-muscle movements to wave flags and streamers, paint and make marks.

I can use one-handed tools and equipment, for example, making snips in paper with scissors.

I begin to show a preference for a dominant hand.

I am increasingly independent getting dressed and undressed, for example, starting to put own coat on and use Velcro on shoes.

I know when I need to go to the toilet, and I can wash my hands with reminder.

I manipulate dough to make balls and snakes.

I use two containers to pour and fill.

I pick up small items such as raisins or threads.

I turn pages one-by-one.

### Literacy

I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

I anticipate favourite sections in books.

I understand that we read from left to right, and top to bottom.

I copy simple rhythms containing one, two or three beats using claps, instruments or body percussion.

I name familiar colours.

I know what sound my name starts with.

I notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

### Mathematics

I notice patterns and arrange things in patterns.

I compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' in everyday play.

I develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

I recite numbers past 5.

I count sets to 5, applying the cardinal principle.

I talk about and explore 2D shapes.

I continue to develop my understanding of 3D shapes during building.  
I process and use positional vocabulary in large outdoor play.  
I can sort sets of objects such as building blocks into sets of identical members.

#### **Understanding of the World.**

With adult guidance, I make connections between the features of their family and other families.  
I notice differences between people  
I can explore how magnets work.  
I begin to understand the need to respect and care for the natural environment and all living things.  
I begin to talk about how food changes during cooking and baking.  
I use some simple adjectives to explore the properties of everyday materials.

#### **Expressive Arts and Design.**

I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.  
I can manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.  
I can make simple models which express their ideas.