

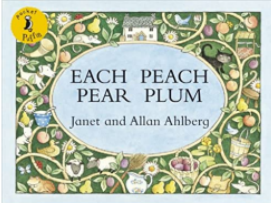


Medium Term Plan Stars Spring 1 2024

Topic – Let's get lost in a book

<p>Personal, social, emotional development</p> <p>Pupils will: Identify and recognise some personal belongings; find own bag and coat.</p> <p>Say/sign feeling: happy, sad, tired, excited, angry, anxious, proud</p> <p>Self-care, toileting at their level. Wash hands before snack and lunch</p> <p>Turn taking games with an adult or a peer.</p>	<p>Communication and language</p> <p>Attention autism (bucket) activities 4 times a day Makaton signs taught (please see website for sign of the week) Communication Boards taught at breakfast and snack time; individual communication aids available throughout the day Turn taking activities Story and rhyme times Follow simple instructions</p>	<p>High Quality Texts Developing early reading skills</p> <div style="text-align: center;">   </div> <p>Each, Peach, Pear, Plum Janet and Allan Ahlberg</p> 	<p>Physical development</p> <p>Daily use of: sensory circuits, wheelbarrows, spinning cones, blocks and planks, trampet Scooters, trikes, 2-wheeler bikes PE: Multi-skills Motor planning: sequencing, spatial reasoning Developing balance, agility and co-ordination. Running, jumping and other basic skills. Dance/yoga: Move to music. Copy movements Remember movements Fine motor/OT activities daily. Self-care and hand washing. Wrapping presents</p>
<p>Understanding the world</p> <p>Compare environments: e.g. school/home, - Can move around a familiar environment, showing an awareness of features of the space -Aware of familiar routines and follows these. Can travel confidently around the school and begin to describe/show to others where things are – e.g., 'the climbing frame is next to the field.' Science- I can enjoy and take part in an adult presented science attention activity. With help, I can make simple observations using learnt vocabulary or simple drawings/signs</p>	<p>Expressive arts and design</p> <p>Printing: Use a variety of materials to make marks (sponges, blocks) Make rubbings showing a range of textures and patterns. Take prints from objects: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Music and cooking: Decorating biscuits (runny icing, sprinkles, fondant icing, butter cream) Handle food items hygienically Communicate food likes and dislikes</p>	<p>Literacy</p> <p>Listen to a range of stories and nursery rhymes in groups and individually. Join in with signs and repetitive words and phrases. Mark making activities Jigsaws and inset boards Play activities using props from the stories and rhymes. Stage 1 phonics Revise: s,a,t,p,i,n, Introduce: m,d,g,o,c,k Oral blending Rhyme time Recognise own name Make name from letters, write name</p>	<p>Maths</p> <p>Developing number sense: Counting songs and rhymes Subitising 1-3 and 1-5 Using Tens frames to subitise 1-10. Distinguish between 1 and lots Combining objects – jigsaw puzzles. Repeating patterns. Exploring shape in stories. Computing Switches and buttons in the sensory room observing cause and effect. Draw a simple picture/make marks using touch technology</p>
<p>Trips and Visits Exploring different areas of the school and a visit to the local park</p>			

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Road safety, using the zebra crossing near to school.