
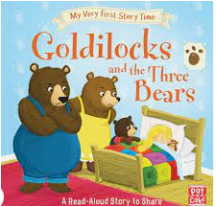


Medium Term Plan Stars Summer 1 2024

Topic: How does it start?

<p>Personal, social, emotional development Pupils will:</p> <p>I can respond to a tidy up song</p> <p>I can put rubbish in the bin.</p> <p>I have trusted relationships with key adults in school.</p> <p>I know who to ask for help. I know how to ask for help.</p> <p>I know I can do more than I could when I was younger e.g., self help when toileting and hand washing, getting a drink or feeding independently, drinking from a cup, using cutlery.</p>	<p>Communication and language</p> <p>Attention autism (bucket) activities 4 times a day</p> <p>Makaton signs taught (please see website for sign of the week)</p> <p>Communication Boards taught at breakfast and snack time; individual communication aids available throughout the day</p> <p>Turn taking activities</p> <p>Story and rhyme times</p> <p>Follow simple instructions</p> <p>Computing</p> <p>Begin to recognise and identify objects of one category.</p> <p>Match two objects that are the same.</p>	<p>High Quality Texts</p> <p>Developing early reading skills</p> <p>Ten Little Fingers and Ten Little Toes by Mem Fox and Helen Oxenbury</p>  <p>Goldilocks and the three bears Traditional story</p> 	<p>Physical development</p> <p>Daily use of:</p> <p>Sensory circuits, wheelbarrows, spinning cones, blocks and planks, trampette</p> <p>Scooters, trikes, 2-wheeler bikes</p> <p>Dance/yoga:</p> <p>Move to music. Copy movements</p> <p>Remember movements.</p> <p>PE:</p> <p>Move energetically: running, jumping, hopping.</p> <p>Bilateral co-ordination.</p> <p>Developing balance, agility and co-ordination through <u>ball skills</u> – throwing, catching, striking, kicking.</p> <p>Fine motor/OT activities daily.</p> <p>Self-care and hand washing.</p>
<p>Understanding the world</p> <p>Science- I can enjoy and take part in an adult presented science attention activity and comment on things.</p> <p>I recognise familiar items and their uses and match things which are the same.</p> <p>Animals:</p> <p>I can begin to understand respect for living things. I can name some common farmyard animals and match them to their babies when the connection is clear. I can comment on how I change as I grow.</p> <p>I can make simple records of how things change (with help where necessary). Similarities and differences.</p> <p>RE – Islam Eid</p>	<p>Expressive arts and design</p> <p>Collage:</p> <p>Handle materials for making art and begin to create simple collages using paper, sequins and larger tactile items such as beads with some assistance.</p> <p>Select, sort, tear and glue items.</p> <p>Music and cooking:</p> <p>Sing and sign known songs at the same time as others. Move to music freely.</p> <p>Use two hands together to create long and short musical sounds. Listen more carefully to different sounds.</p> <p>Explore and taste a range of seasonal fruit and vegetables. Communicate likes and dislikes.</p> <p>Continue to develop a food vocabulary using taste (smell, sweet, sour) texture and feel.</p>	<p>Literacy</p> <p>Listen to a range of stories and nursery rhymes in groups and individually.</p> <p>Rhyme time.</p> <p>Join in with signs and repetitive words and phrases.</p> <p>Mark making activities</p> <p>Jigsaws and inset boards</p> <p>Play activities using props from the stories and rhymes.</p> <p>Stage 1 phonics</p> <p>Farm sounds (machinery and animals).</p> <p>Phase 2 phonics</p> <p>Revise known sounds, new sounds.</p> <p>Oral blending</p> <p>Recognise own name. Make name from letters, write name.</p>	<p>Maths</p> <p>Developing number sense:</p> <p>Counting songs and rhymes (forwards and backwards)</p> <p>Subitising 1-3 and 1-5</p> <p>Using Tens frames to subitise 1-10.</p> <p>Begin to develop proportional thinking (fractions – halves).</p> <p>Simple problem solving.</p> <p>Exploring the correct half, matching halves, sharing half.</p> <p>Distinguish between 1 whole and half.</p> <p>Combining objects – jigsaws, pairs, Velcro fruit.</p> <p>Continue a repeating pattern.</p> <p>Exploring shape in stories.</p>

Trips and Visits

Exploring different areas of the school and a visit to the local park.

Road safety, using the zebra crossing near to school.