


## Medium Term Plan Stars Spring 2 2024

## Topic: How can I help the planet?

<p><b>Personal, social, emotional development</b></p> <p>Pupils will:</p> <p>I can respond to a tidy up song</p> <p>I can put rubbish in the bin.</p> <p>I can sort waste items into different groups e.g., plastic, paper, guidance.</p>	<p><b>Communication and language</b></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;</p> <p>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><b>High Quality Texts</b></p> <p>Developing early reading skills</p> 	<p><b>Physical development</b></p> <p><b>Daily use of:</b></p> <p>sensory circuits, wheelbarrows, spinning cones, blocks and planks, trampette</p> <p>Scooters, trikes, 2-wheeler bikes</p> <p><b>Dance/yoga:</b></p> <p>Move to music. Copy movements</p> <p>Remember movements.</p> <p><b>PE:</b></p> <p>Move energetically: running, jumping, hopping.</p> <p>Bilateral co-ordination.</p> <p>Developing balance, agility and co-ordination.</p> <p><b>Fine motor/OT</b> activities daily.</p> <p>Self-care and hand washing.</p>
<p><b>Understanding the world</b></p> <p><b>Science-</b></p> <p>I can enjoy and take part in an adult presented science attention activity.</p> <p>I am beginning to comment on things I have experienced using learnt words or signs</p> <p>I can make simple records of how things change (with help where necessary). Up, down, under.</p> <p>Respect and care for our planet:</p> <p>I can begin to understand respect for the environment and all living things.</p> <p>I can remember where things belong.</p>	<p><b>Expressive arts and design</b></p> <p><b>Drawing:</b> Makes marks on paper with physical assistance / scribbles on paper</p> <p>Mark makes with emerging purpose using pencil and chalk.</p> <p>Observe and draw or trace simple shapes. Explores different textures and can experiment when mark making with different tools and surfaces</p> <p><b>Music and cooking:</b></p> <p>Sing and sign known songs at the same time as others. Move to music freely.</p> <p>Decorating pre made cupcakes</p> <p>Begin to develop a food vocabulary using taste, smell, sweet, sour, texture and feel.</p>	<p><b>Literacy</b></p> <p>Listen to a range of stories and nursery rhymes in groups and individually.</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>Oral blending</p> <p>Rhyme time</p> <p>Recognise own name</p> <p>Make name from letters, write name</p> <p>Revise: s,a,t,p,i,n,m,d,g,o,c,k,</p>	<p><b>Maths</b></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>Make 6 and 7 using number concepts.</p> <p>Distinguish between 1 and lots</p> <p>Combining objects – jigsaw puzzles.</p> <p>Repeating patterns.</p> <p>Exploring shape in stories.</p> <p>Copy or continue a simple AB pattern.</p> <p><b>Computing</b></p>

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			Control a digital device using a one button unit with purpose e.g. record one sound/ word on to sound buttons.
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.			