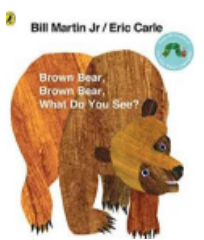
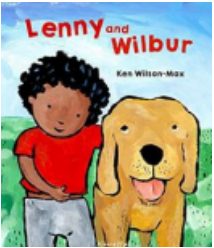


Medium Term Plan Stars Autumn 2 2024

Topic – What's over there?

<p style="text-align: center;">Personal, social, emotional development</p> <p>the world I live in Pupils will: -recognise key adults and familiar faces in their class. -describe feelings e.g. happy, sad, tired and begin to identify things that make them happy. React to facial expressions. -use their preferred ways of communicating wants and needs to others. -start to look after their belongings. -self-care, toileting at their level.</p>	<p style="text-align: center;">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 during continuous provision and at breakfast and snack time; individual communication aids available throughout the day (e.g. iPad talkers). Turn taking activities. Story and rhyme times. Follow simple instructions. Modelled and parallel play. Follow simple instructions and routines (transition).</p>	<p style="text-align: center;">High Quality Texts</p> <p>Developing early reading skills.</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jnr and Eric Carle</p>  <p><i>Lenny and Wilbur</i> by Ken Wilson-Max</p> 	<p style="text-align: center;">Physical development</p> <p>Daily use of: Sensory circuit wheelbarrows, spinning cones, blocks and planks, trampette Scooters, trikes, balance bike and pedal bikes.</p> <p>Dance/yoga: Balance and coordination. Move to music, dance with others. Copy and remember movements.</p> <p>Fine motor activities daily. OT activities daily. Self-care and hand washing. Wrapping and unwrapping presents.</p>
<p style="text-align: center;">Understanding the world</p> <p>-Celebrations – Christmas. -Move confidently around Star's Class and know where to find things and put things away. -Aware of familiar routines and follows these. --Explore nature in the playground. <i>Observe the changes from Autumn to winter.</i></p> <p>Science - Identifying and classifying -Recognise familiar items and their purpose. -Match things that are the same -Make simple observations and comment on what is observed. -Choose resources to explore and repeat things that have an effect.</p>	<p style="text-align: center;">Expressive arts and design</p> <p>Textiles Can thread large beads on a stick and thread pipe cleaners through a colander. Supported to add colour to dye play dough and observe the effects. Decorate using cut and stick skills. Able to decorate textiles with glue and items Attempts a lacing card with support Able to decorate textiles with glue and items to add colour and detail Able to talk about the feel of different fabrics - hard, soft, smooth etc.</p> <p>Music and cooking: Move whole body in response to music. Play to the pulse of music once modelled. Use rolling pins and cutters with playdough. Pour liquids from a jug to a bowl.</p>	<p style="text-align: center;">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. Begin to form the initial letter of name and begin to identify and write name. Jigsaws and inset boards Play activities using props from the stories and rhymes. Stage 1 phonics s,a,t,p,i,n Oral segmenting and blending. Rhyme time.</p>	<p style="text-align: center;">Maths</p> <p>Focussing on noticing – What do you see and how do you see it? Developing an understanding of 1-3 and 3/not 3 Developing number sense: Counting songs and rhymes Combining objects e.g., stacking bricks, cups. Shape and pattern activities. Exploring measures – long, short, heavy, light, big, small.</p> <p style="text-align: center;">Computing</p> <p>Listens to a story or song from a member of staff or on a digital device (e.g. Toonie, TD Snap).</p>

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Trips and Visits

Exploring different areas of the school including the assembly hall and big playground.

Road safety, using the zebra crossing in the playground.