

<p><b>Personal, social, emotional development</b></p> <p>Respond to 'hi'. Put rubbish in the bin. Recognise or react to different facial expressions. Some children may begin to name emotions. Turn taking activities. Self-care for toileting: pants up and down and hand washing. Locate and put on shoes and coat. Experience some Easter traditions.</p>	<p><b>Communication and language</b></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 and during continuous provision. Individual communication aids used throughout the day e.g., TDSnap. Story and rhyme times. Follow simple instructions.</p>	<p><b>High Quality Texts</b></p>  <p>Developing early reading skills. Beginning to understand some of the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text left to right and top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul>	<p><b>Physical development</b></p> <p><b>Daily use of:</b> sensory circuits, wheelbarrows, spinning cones, blocks and planks, trampette Scooters, trikes, 2-wheeler bikes (balance and pedals).</p> <p><b>Dance/yoga:</b> Move to music together. Copy movements. Remember movements.</p> <p><b>PE:</b> Move energetically: running, jumping, hopping. Bilateral co-ordination. Jumping from a platform and landing safely. Developing balance, agility and co-ordination.</p> <p><b>Fine motor/OT</b> activities daily.</p>
<p><b>Understanding the world</b></p> <p><b>Science-</b> I can enjoy and take part in an adult presented science attention activity. I am beginning to comment on things I have experienced using learnt words or signs I am beginning to copy activities I have observed. I notice seasonal changes in the outdoor area.</p>	<p><b>Expressive arts and design</b></p> <p><b>Drawing:</b> Makes marks on paper with physical assistance / scribbles on paper Mark makes with emerging purpose using pencil and chalk. Observe and draw or trace simple shapes. Explore different textures and experiment when mark making with different tools and surfaces <b>Music:</b> Clap, move or combine objects to make sounds when listening to</p>	<p><b>Literacy</b></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 and first sounds: b, p, d, m, n, t, w, h Oral blending Rhyme time</p>	<p><b>Maths</b></p> <p>Developing number sense: Counting songs and rhymes (forwards and backwards) Subitising 1-3 and 1-5 Using Five frames to subitise 1-5. Begin to understand 1 more and 1 less, too many, not enough. Distinguish between 1 and lots Combining objects – jigsaw puzzles. Repeating patterns. Exploring shape in stories. Copy or continue a simple AB pattern.</p> <p><b>Computing</b></p>

**Medium Term Plan Stars Spring 2 2025**

**Topic: Who lives there?**

	music. Sing and/or sign known songs at the same time as others. Move to music freely.	Recognise own name Make name from letters, begin to write letters of their name.	Use personal talker to make requests and comments. Use sound devices e.g., buttons and sound books.
<p>Trips and Visits</p> <p>Exploring different areas of the school.</p> <p>Road safety, using the zebra crossing near to school.</p>			