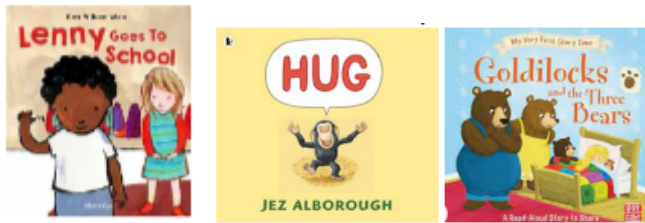



Medium Term Plan Stars Autumn 1 2025

# Topic – Who can I ask?

<p><b>Personal, social, emotional development</b></p> <p>Pupils will:</p> <p>Try different healthy foods.</p> <p>Choose lunch items in the dining hall, let us know when they are in pain, need the toilet etc.</p> <p>Learn new hygiene routines for school.</p> <p>Begin to say/sign 'hi' and 'bye', plus feelings words starting with happy, sad, sleepy.</p> <p>Become familiar with staff in their class and know they are to help with personal wants and needs.</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 and during continuous provision.</p> <p>Individual communication aids used throughout the day e.g., TDSnap.</p> <p>Story and rhyme times.</p> <p>Follow simple instructions.</p> <p>Use transition tickets.</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></p> <p>sensory circuits, wheelbarrows, spinning cones, blocks and planks, trampette, scooters, trikes, 2-wheeler bikes (balance and pedals).</p> <p><b>Dance/yoga:</b></p> <p>Move to music together. Copy movements. Remember movements.</p> <p><b>PE and Soft Play:</b></p> <p>Move energetically: running, jumping, hopping.</p> <p>Bilateral co-ordination. Jumping from a platform and landing safely.</p> <p>Developing balance, agility and co-ordination.</p> <p><b>Fine motor/OT</b> activities daily.</p>
<p><b>Understanding the world</b></p> <p>Pupils will explore the new environment and follow their new routines. They will begin to know where things belong and recognise familiar people.</p> <p>Familiar routines around the home and immediate families. (This is me book, home corner, shared mealtimes).</p> <p>Learning about familiar occupations through stories, songs and role play.</p> <p>Using our senses to explore and observe (including seasonal changes).</p>	<p><b>Expressive arts and design</b></p> <p>Draw, paint, mark make with a range of pens, crayons, brushes and rollers to make different sized strokes.</p> <p>Exploring and mixing colours.</p> <p>Use colour names and signs.</p>  <p>Listen and attend to familiar musical activities.</p> <p>Use rolling pins and cutters with playdough.</p> <p>Use simple cookware to explore cooking processes.</p>	<p><b>Literacy</b></p> <p>Listen to a range of stories and nursery rhymes in groups and individually.</p> <p>Phonics - Phase 1.</p> <p>Name activities.</p> <p>Vocabulary development - Join in with signs and repetitive words and phrases.</p> <p>Mark making and messy play.</p> <p>Gross motor movements.</p> <p>Block building.</p> <p>Jigsaws and inset boards</p> <p>Play activities using props from the stories and rhymes.</p>	<p><b>Maths</b></p> <p>Focussing on noticing – What do you see and how do you see it?</p> <p>Developing number sense:</p> <p>Counting songs and rhymes</p> <p>Combining objects e.g., stacking bricks, cups.</p> <p>Developing an understanding of 1-3 and size, linked to our story.</p> <p>Introduce and use the sign for more.</p> <p>Shape and pattern activities.</p> <p>Time - class calendar.</p> <p>Experiencing maths talk.</p>
<p>Trips and Visits</p> <ul style="list-style-type: none"> <li>• Exploring different areas of the school and playgrounds.</li> </ul>			