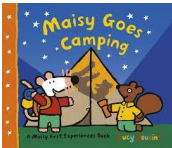
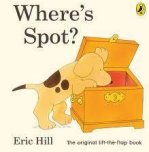


Medium Term Plan Stars Spring 1 2026

Topic – Let's get lost in a book

<p>Personal, social, emotional development</p> <p>Follow a familiar routine. Identify and recognise some personal belongings; find own bag and coat. Say/sign feeling: happy, sad, tired, excited, angry, anxious, proud https://www.youtube.com/watch?v=EfrJriE5Hwg Self-care, toileting at their level. Wash hands before snack and lunch Turn taking games with an adult or a peer. Handle food items hygienically – wash hands before eating. Communicate food likes and dislikes.</p>	<p>Communication and language</p> <p>Attention autism (bucket) activities 4 times a day. Makaton signs taught (please see website for sign of the week) https://www.clarendon.richmond.sch.uk/page/?title=Sign+of+the+Week&pid=166 Communication Boards modelled and use at breakfast and snack time; individual communication aids available throughout the day. Turn taking activities. Story and rhyme times. Follow simple instructions. Concept Cat – Word Aware.</p>	<p>High Quality Texts</p> <p>Developing early reading skills Beginning to understand some of the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text left to right and top to bottom • the names of the different parts of a book • page sequencing. <div style="display: flex; justify-content: space-around;">   </div>	<p>Physical development</p> <p><u>Daily use of:</u> sensory circuits, individual sensory diets, wheelbarrows, spinning cones, blocks and planks, trampette, scooters, trikes, 2-wheeled bikes (balance and pedals). <u>Dance/yoga:</u> Move to music together. Copy movements. Remember movements. Be part of a group. <u>OT and Soft Play:</u> Move energetically: running, jumping, hopping. Bilateral co-ordination. Jumping from a platform and landing safely. Developing balance, agility and co-ordination. Fine motor/OT activities daily. Self-care and dressing skills. Wrapping and unwrapping presents.</p>
<p>Understanding the world</p> <p>Compare environments: e.g., school/home, - Can move around a familiar environment, showing an awareness of features of the space -Aware of familiar routines and follows these. Can travel confidently around the school and begin to describe/show to others where things are – e.g., 'the climbing frame is in the big playground.' Science- I can enjoy and take part in an adult presented science attention activity. With help, I can make simple observations using learnt vocabulary or simple drawings/signs.</p> <p style="text-align: center;">Computing</p> <p>Use switches and buttons in the sensory room and observe cause and effect.</p>	<p>Expressive arts and design</p> <p>Printing:</p> <p>Use a variety of materials to make marks (e.g., sponges, blocks, leaves, sticks, balls). Make rubbings or take prints showing a range of textures and patterns, from objects such as leaves, hand, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects.</p> <p style="text-align: center;">Music</p> <p>Rhythm and Pulse – begin to keep/experience a steady beat like clapping/tapping and movement to rhymes and songs. Developing coordination, language and early maths skills.</p>	<p>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 Jigsaws and inset boards Play activities using props from the stories and rhymes. Stage 1 phonics. Stage 2 phonics with cued articulation. Revise: s, a, t, p, i, n, d, o Introduce: m, g, c, k, e, h, r Oral blending. Rhyme time. Recognise own name. Make name from letters, write name.</p>	<p>Maths</p> <p>Developing number sense: Counting songs and rhymes Perceptual subitising. Using 5 frames. Distinguish between 1 and lots. Develop counting like behaviours: 1:1 correspondence. Combining objects – simple and more complex jigsaws, blocks and Duplo. Repeating patterns. Anticipate familiar events. Begin to predict the sequence of events (e.g., when the adult gets that bucket, I will go to the group space for 'bucket time').</p>

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Draw a simple picture or make marks using touch technology.			Experience and take part in songs and stories with time. First/Then/Now.
<p>Trips and Visits Exploring different areas of the school – big playground. Road safety, using the zebra crossing in the school playground and outside, near the school.</p>			