
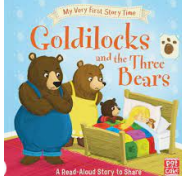


Medium Term Plan Stars Summer 1 2026

Topic: How does it start?

<p>Personal, social, emotional development</p> <p>Pupils will:</p> <p>I can respond to a tidy up song. I can put rubbish in the bin.</p> <p>I have trusted relationships with key adults in school. I know who to ask for help. I know how to ask for help.</p> <p>I can do more for myself e.g., self-help when toileting, dressing and hand washing, getting a drink or feeding independently, drinking from a cup, using cutlery.</p> <p>I show an interest in facial expressions and can begin to identify feelings.</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) Communication Boards taught at breakfast and snack time; individual communication aids available throughout the day Turn taking activities Story and rhyme times Follow simple instructions</p>	<p>High Quality Texts</p> <p>Ten Little Fingers and Ten Little Toes by Mem Fox and Helen Oxenbury. Goldilocks and the three bears Traditional story.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Developing early reading skills: Understand key concepts about print: ● 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.</p>	<p>Physical development</p> <p>Daily use of: Sensory circuits, individual sensory diets, wheelbarrows, spinning chairs, blocks and planks, trampette Scooters, trikes, balance bikes and 2 wheeled bikes. Large playground equipment. Self-care and hand washing.</p> <p>Dance/yoga: Moving to different types of music, together, in different ways. Imitate movements. Remember movements. Be part of a group. Experiment with simple yoga poses. Yoga on Tuesday. Movement and Music on Wednesday.</p> <p>PE: Move energetically: running, jumping, hopping. Bilateral co-ordination. Crossing the midline. Developing balance, agility and co-ordination through ball skills – throwing, catching, striking, kicking. Can balance on one foot for 5 or ore seconds. Can catch a small ball with 2 hands and body. Put simple movements together to create a sequence. Jump over a small object.</p> <p>Fine and Gross motor skills: activities daily. Shared session with OT Friday morning.</p>
<p>Understanding the world</p> <p>I am curious about things and use simple equipment to explore my ideas. I can begin to recognise some similarities and differences. I can enjoy and take part in an adult presented science attention activity and comment on things. I recognise familiar items and their uses and match things which are the same. I can begin to understand respect for living things. I can name some common farmyard animals and match them to their babies when the connection is clear. I can comment on how I change as I grow.</p>	<p>Expressive arts and design</p> <p>Collage: Handle materials for making art and begin to create simple collages using paper, sequins and larger tactile items such as beads with some assistance. Select, sort, tear and glue items. Choose materials to fit a purpose e.g., furry material for a bear. Experience the artwork of Mondrian and Matisse.</p> <p>Music and cooking: Sing and sign known songs at the same time as others. Move to music freely. Use two hands together to create long and short musical sounds. Listen more carefully to different sounds.</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 in stories. Use story props. Mark making and early writing activities (linked to fine and gross motor skills). Complete simple jigsaws and create models using connecting toys (e.g., Lego). Colourful semantics. SALT activities. Phonics: q, j, z, w, v, y, x Revise: u, h, b, f, l, i Oral blending (CVC words).</p>	<p>Maths</p> <p>Developing number sense: Experience number order through counting songs and rhymes (forwards and backwards) Notice and communicate amounts using subitising 1-5 (e.g., fingers, 5 frames). Show amounts on fingers. Combine amounts to find the total. Recognise numbers are made up of smaller numbers. One to one correspondence. Simple matching. Recognise numerals to 5 and match to objects of the same amount.</p>

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Begin to recognise and identify objects of one category.
Match two objects that are the same.

Explore and taste a range of seasonal fruit and vegetables. Communicate likes and dislikes.
Continue to develop a food vocabulary using taste (sweet, sour), smell, texture and feel.

Rhyme time. Book time.
Recognise own name. Make name from letters, write first letter of name, write whole name. Mark making.

Simple problem solving.
Combining objects – Lego.
Continue a repeating pattern.
Exploring maths in stories.

Trips and Visits: Exploring the local area - visit to the local park.