

<p>Personal, social, emotional development</p> <p>I can join group sessions, listen and take part.</p> <p>I can respond to a tidy up song by putting at least one thing away in the correct place.</p> <p>I can put rubbish in the bin.</p> <p>I can take my breakfast/snack bowl to the sink and I may wash it up.</p> <p>I can play alongside others and begin to share toys.</p> <p>I know who to ask for help.</p> <p>I know how to ask for help.</p> <p>I have increased independence when toileting and will wash my hands.</p> <p>I am beginning to take a drink from an open cup.</p> <p>I can feed myself independently and I am beginning to explore using cutlery.</p>	<p>Communication and language</p> <p>I can listen with attention and begin to make comments about what I hear using relevant vocabulary (verbal, signing or other AAC).</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; individual communication aids available throughout the day</p> <p>Turn taking activities</p> <p>Story and rhyme times</p> <p>Follow simple instructions</p> <p>Computing</p> <p>I understand cause and effect to make moving toys move.</p> <p>I can switch on simple electronic toys to make them move, make a sound or light up.</p> <p>I can programme a simple toy robot to move, make a sound or light up.</p>	<p>High Quality Texts</p> <div data-bbox="1182 260 1603 499"> </div> <p>Developing early reading skills:</p> <p>Understand 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. 	<p>Physical development</p> <p>Daily use of:</p> <p>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:</p> <p>Moving to different types of music, together, in different ways. Imitate movements. Remember movements. Be part of a group. Experiment with simple yoga poses.</p> <p>Yoga on Tuesday.</p> <p>Movement and Music on Wednesday.</p> <p>PE:</p> <p>Move energetically: running, jumping, hopping. Bilateral co-ordination. Crossing the midline.</p> <p>Developing balance, agility and co-ordination through ball skills – throwing, catching, striking, kicking.</p> <p>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>Science- I can enjoy and take part in an adult presented science attention activity and comment on things.</p>	<p>Expressive arts and design</p> <p>Sculpture:</p> <p>Form 3D pieces using blocks, play dough and junk modelling.</p>	<p>Literacy</p> <p>Listen to a range of stories and nursery rhymes in groups and individually.</p> <p>Rhyme time.</p>	<p>Maths</p> <p>Continue to develop number sense skills through counting</p>

Medium Term Plan Stars Class Summer 2 2026

Topic: Let's be artists!

<p>Seasonal changes: I recognise the change in weather and begin to show preferences for different weathers (e.g. rain, sun). I can begin to tolerate clothing and SPF that will protect me from the sun. I can make simple records of how things change (with help where necessary). Similarities and differences between the seasons.</p> <p>I can explore activities that might take place at the seaside (Experiment with sand and water play).</p>	<p>Experience 3D artforms by famous artists, craft makers and designers.</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 fast and slow musical sounds (tempo). Listen more carefully to different sounds.</p> <p>Explore and taste a range of seasonal fruit and vegetables. Communicate likes and dislikes. Continue to develop a food vocabulary using taste (smell, sweet, sour) texture and feel.</p>	<p>Join in with signs and repetitive words and phrases. Fine motor and Mark making activities Jigsaws and inset boards Play activities using props from the stories and rhymes. Stage 1 phonics Phase 2 phonics Write/create simple sentences. Revise known sounds, new sounds. Oral blending Recognise their name. Make their name from letters, write their name.</p>	<p>songs and rhymes (forwards and backwards). Subitising 1-3 and 1-5 and begin to use 5 frames and recognise Numicon pieces. Using Tens frames to subitise 1-10 and begin to understand the composition of teen numbers. Shape and Space. Begin to describe and sort 2D and 3D shapes. Use positional vocabulary Simple problem solving. Combining objects – jigsaws, Velcro fruit, blocks and cups. Exploring shape in stories.</p>
<p>Trips and Visits</p> <p>Visit to the farm and the soft play (Hobbledown).</p>			