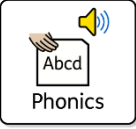


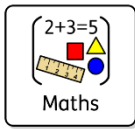






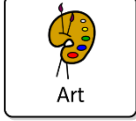



Spring 1 Medium Term Plan

Class: Rose

Topic: Toys

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>*Tuning into sounds- Animal sounds and Bertha the Bus taught daily *Revisit SATPIN in small groups, using what's in the box and encouraging children to feel the shape of the sounds taught.</p>	<p>Reading *Party Time wordless book Children to work 1:1 with an adult to spot the items in the group. Some children- *To identify shapes found in books.</p> <p>Sensory Story *To engage in a story using props. *To request favoured items from the story using PECs.</p>	<p>Write Dance *Children make up and down marks in a range of sensory materials. Dough Disco *Develop independence in moulding dough</p> <p>Tapping Sticks Some children *Independently join in with tapping sticks Most children *To join in with tapping sticks with adult support</p> <p>Mat Man *To develop body awareness and prewriting skills Some children: *To build Matman with adult support Most children: *To watch MatMan being built and to handle the pieces</p>	<p>Shape Some children: *To recognise a circle, a square and a triangle Most children: *To sort some shapes</p> <p>Number Some children *To recognise numbers 1-5 -Some children will begin to order numbers 1-5 Most children *Handling and being exposed to number through counting songs and physical resources</p> <p>Measure Some Children *To correctly sort objects based on their size Most Children *To be exposed to the language of "big" and "small" using objects to support</p>	<p>Sensology *To explore objects with our senses and request favoured items relating to the topic of toys</p> <p>Attention Everyone -Stage 1, 2 and 3 *To extend our attention span and take turns while engage in cause and effect activities</p>	<p>Circle time activities relating to the Zones of Regulation *Can children identify happy and show what it looks like on their own faces?</p> <p>*Can children recognise themselves in the mirror and make clear movements so they know it is them making them?</p> <p>*Turn Taking -Children to be given opportunities to engage in turn taking activities</p>

 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p>*To learn the skill of “roll” through pushing and pulling a rolling pin. *Children to roll out their dough and then revisit the skill of “press” by using a cookie cutter to make biscuits. *Children to look at symbols relating to the task *Children to follow instructions. *Children to become more independent in a repeated task. *Children to tolerate different textures and consistencies.</p>	<p>*Children to begin/continue learning how to put their own socks and shoes on. *Children to learn where their belongings are and know where to put them eg. hang coats on hooks. *Children to learn to put their own coats on and take them off with support *Communication Toy Box- to develop our communication by using PECs to request favoured toys we are introduced too. *Some children to develop their cutlery skills *Children continuously working to develop their independence in tasks during the school day, relying less on adult support.</p>	<p>*Dough Disco sessions to improve fine motor skills *Tailored fine motor practice e.g. threading, lacing etc. *PE lessons – crawling to develop shoulder strength.</p>	<p>*PE sessions with June to work on crossing the midline (crawling). Focus on balance and upper body strength. *Use outdoor toys such as hula hoop and hopscotch to improve our gross motor skills while learning about different toys.</p>	<p>*Exploring the process of art: colouring and practising the skill of “roll”, “push” and “pull” through different activities e.g. Paint rollers, rolling pins, cars *Develop independence by completing repeated tasks with less adult support. *To use different toys and resources to print.</p>	<p>*To choose favourite instruments to play. *To stop and start under adult direction. *To join in with familiar action songs. *To engage with familiar nursery rhymes. *To copy body sounds such as clapping and stamping feet</p>



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