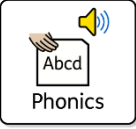


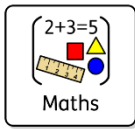



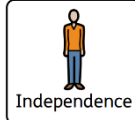


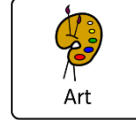




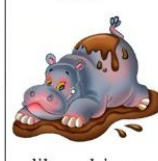



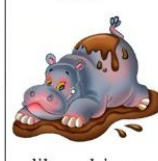



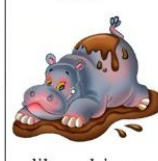


Spring 1 Medium Term Plan

Class: The Nest

Topic: Rumble In the jungle!

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>*To use single words, signs, objects of reference, symbols or photographs to communicate</p> <p>*To begin to respond consistently to objects of reference</p> <p>*To carry out simple instructions when also given a gesture or physical prompt - use of objects of reference and symbols</p> <p>*To briefly interact with familiar adults through Intensive Interaction sessions</p> <p>*To use more purposeful vocalisations and non-verbal language including gesture and body language</p> <p>*To show interest in pictures</p> <p>*To take part in Little Wandle Foundation to phonics sessions and Rhyme Time.</p> <p>*To take part in 'copy me' sessions and names initial sounds of words</p>	<p>*To occasionally react to familiar rhymes - listen to the repetitive sensory story 'Monkey Puzzle'.</p> <p>*To sing animal songs such as 'down in the jungle' and '5 little monkeys'.</p> <p>*To follow familiar adult movement.</p> <p>*To follow and recognising daily routines with support.</p> <p>*To read for pleasure and engage in visits to the school library.</p> <p>*To use a small number of functional signs - introduction to topic signs and routine signs, signing throughout the day for functional purposes e.g. toilet, drink, toy, food, room areas</p>	<p>*To join in with writing activities by making marks on paper or other surfaces -</p> <p>*To focus on name writing and writing for a purpose.</p> <p>*Matman sessions</p> <p>*Independent art</p> <p>*Write dance</p> <p>*Labelling activities</p> <div data-bbox="873 790 1142 1220" data-label="Image"> </div>	<p>*To reach for or look at objects as they are counted.</p> <p>*To appreciate numerals are objects of meaningful reference.</p> <p>*To complete a sequence of actions/activities to create a pattern.</p> <p>*To explore objects in an increasingly complex way, using more than one action.</p> <p>*To explore objects with marked differences in overall size.</p> <p>*To continue an action or interaction with an adult by repeating.</p> <p>*To begin to understand positional language.</p>	<p>*To encounter and passively accept tactile and multi-sensory activities – sound, visual stimuli, taste, touch, smell etc e.g. reflex responses to different sounds - Sensology (jungle and dinosaur themed)</p> <p>*To can name simple objects - children to name/label jungle animals</p> <p>*To explore natural resources linked to topic</p> <div data-bbox="1568 1077 1881 1364" data-label="Image"> </div>	<p>*To repeat actions and modify e.g. scooping water and pouring down the water wall, hopping tyre to tyre or rolling tyres, using sticks to make music on fences</p> <p>*To carry out simple instructions when also given a gesture or physical prompt.</p> <p>*To take part in group work and Attention Everyone sessions completing tasks such as 'put the monkey in the tree' and 'stamp the elephant in the mud'.</p>

 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>												
<p>*To observe the result of their own actions with interest. *To remember a learned response from day to day *To follow a recipe with adult support: -mixing, chopping etc.</p>	<p>*To use objects and photographs to find areas around school. *To show more signs of independence when toileting. *To seek support when needed. *To use PECS, communication boards, verbal and gesture to have needs met. *To follow regular routines with less physical prompts *To participate in adult led tasks throughout the day *To work towards independently putting on and taking off their coat, socks and shoes.</p>	<p>*To show more tolerance of physical intervention and stimuli *To pick up small objects using a pincer grip - fine motor activities including following instructions to roll, squeeze and splat playdough during Dough Disco *To participate in gross motor activities while in movement areas of the school, including outdoors in the Discovery Park.</p>	<p>*To begin to imitate actions and sounds e.g. copying moves in PE, intensive interaction sessions. *To focus on crawling, running, climbing and throwing *To move like jungle animals - stomp like an elephant, slither like a snake</p> <div data-bbox="1214 778 1545 1225" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;"><b>ROAR</b></td> <td style="width: 50%;"><b>STRETCH</b></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>like a lion</td> <td>like a giraffe</td> </tr> <tr> <td><b>BEAT YOUR CHEST</b></td> <td><b>ROLL "IN THE MUD"</b></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>like a gorilla</td> <td>like a hippo</td> </tr> </table> </div>	<b>ROAR</b>	<b>STRETCH</b>			like a lion	like a giraffe	<b>BEAT YOUR CHEST</b>	<b>ROLL "IN THE MUD"</b>			like a gorilla	like a hippo	<p>*To encounter a range of objects, images and sounds e.g. real life, cartoon style, soft and hard toy animals. Animal sounds on the whiteboard, natural resources such as grass, herbs, sticks etc. *To be aware that they have made marks.</p>	<p>*To recognise environmental sounds *To tolerate and engage a range of songs.</p>
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