


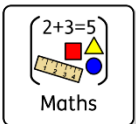








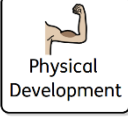

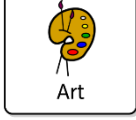
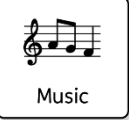
Spring 1 Medium Term Plan

Class: Rainbow 2 and Rainbow 3

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 engage with a Nursery rhyme each week; engaging with props and copying actions. *To explore a different sound each week. *To anticipate an action by moving body in response. *To develop turn taking skills. *To recognise taught letter sounds. *To identify and match sounds taught. *To recognise some initial sounds.</p>	<p><u>Sensory Story</u> *Weekly sensory story, exploring a range of sensory props *To match a picture to a picture *To request resources using their preferred method of communication e.g. symbol exchange *To recognise signs and logos in the local environment e.g. McDonalds, Amazon, Aldi etc *To follow and recognise symbols linked to daily routines. *To use a small number of functional signs.</p> <p><u>Key Texts</u> *Animal Zoo *That's Not My Animal *The Golden Egg *Oh Dear *What do you say *The Snuggliest Snuggle in the World</p>	<p>*To join in with writing activities by making marks on paper or other surfaces. *To explore a range of mark making resources *To use their pincer grip when matching / handling objects *To use a palmer or tripod grip when holding writing implements *To recognize familiar objects *To begin to copy simple lines and shape patterns. *To observe the results of their actions when completing mark-making activities</p>	<p>*To recognise big/small in a range of contexts. *To explore the concept of full and empty through exploration *To recognise and identify colours *To match colours *To reach for or look at objects as they are counted. *To appreciate numerals are objects of meaningful reference.</p>	<p>*To recognise and name a range of animals. *Identifying where some animals live. *To match pictures of animals *To recognise some animal noises. *To match a photograph of an animal to a small world animal toy. *To match a symbol of an animal to a small world animal toy.</p>	<p>*To indicate if they like or dislike it an activity/object/food etc. *Communicate their preferences. *To develop turn taking skills. *To develop a basic understanding of emotions. *To explore a range of facial expressions, recognising themselves in the mirror/photographs of themselves etc. *To recognise immediate family members when looking at photographs</p>



 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p>*To follow a simple recipe to make a snack (fruit kebabs). *To follow visual and verbal instructions. *To request ingredients and equipment using single symbol exchange/preferred method of communication.. *To explore and use equipment correctly *To observe the results of their actions</p>	<p>*To follow one step instructions *To hold a knife and fork *To use a knife and fork to eat with more independence *To recognise own coat *To develop some independence when putting coat/shoes on. *To transition to different rooms within the school environment.</p>	<p>*To develop pincer grip *To develop hand-eye coordination *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>Children will go swimming each week. During swimming sessions children will learn: *To follow one step instructions. *To take turns when sharing swimming toys/equipment *To explore water confidently *To enter and exit the pool with support. *To develop self-dressing skills</p>	<p>*To explore media using a range of resources e.g. paint, collage, sticking etc. *To print using a range of animals footprints (small world figures) *To be aware that they have made marks.</p>	<p>*To recognise environmental sounds *To tolerate and engage a range of songs.</p>