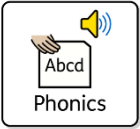


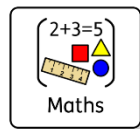










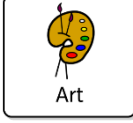

Summer 1 Medium Term Plan

Class: Rainbow 3

Topic: Real life superheroes

 <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.</p> <p>*To explore a different sound each week: /ff/, /ss/, /j/, /v/.</p> <p>*To anticipate an action by moving body in response.</p> <p>*To develop turn taking skills.</p> <p>*To recognise taught letter sounds.</p> <p>*To identify and match sounds taught.</p> <p>*To recognise some initial sounds.</p> <p>*To respond to early interaction rhymes.</p> <p>*To indicate wanting 'more' during interaction rhymes.</p> <p>*To enjoy rhyming stories, songs and rhymes.</p> <p>*To reacts to music with a strong and steady beat.</p> <p>*To begin to re-enact simple stories or real-life situations through role play</p>	<p>Sensory Story</p> <p>*To explore a range of sensory props</p> <p>*To react to sudden and loud sounds during the sensory story</p> <p>*To recognise emotional tones in a familiar voice during the sensory story</p> <p>*To recognise the object shown in a photograph.</p> <p>*To match two of the same objects.</p> <p>*To request resources using their preferred method of communication e.g. symbol exchange</p> <p>*To follow and recognise symbols linked to daily routines.</p> <p>*To use a small number of functional signs.</p> <p>*To demonstrate reading like behaviour</p> <p>*To turn pages in a book independently</p> <p>*To handle books independently.</p> <p>*To point to characters /objects from the pictures when asked</p> <p>*To indicate to an adult that they want them to read a specific book.</p> <p>*To choose books to look at independently.</p> <p>*To show an interest in illustrations and print in the environment.</p> <p>Key Texts</p> <p>*Superworm</p> <p>*Supertato</p> <p>* Goodnight moon</p> <p>*The Jolly Postman</p> <p>*Find Spot : The Rainy Day</p> <p>*Spot's Fire Engine</p>	<p>*To join in with writing activities by making marks on paper or other surfaces.</p> <p>*To recognise mark-making materials</p> <p>*To tolerate tools in their hand to mark-make</p> <p>*To make marks with a range of media</p> <p>*To scribble spontaneously when given paper and mark-making materials.</p> <p>*To choose to mark-make and enjoy drawing freely</p> <p>*To explore a range of mark making resources</p> <p>*To use their pincer grip when matching / handling objects</p> <p>*To use a palmer or tripod grip when holding writing implements</p> <p>*To recognize familiar objects</p> <p>*To begin to copy simple lines and shape patterns.</p> <p>*To observe the results of their actions when completing mark-making activities</p> <p>*To investigate own hands.</p> <p>*To accept an object being placed into hands</p> <p>*To transfer an object from one hand to another.</p> <p>*To attempt to copy finger movements and other gestures linked to rhyme, songs and stories.</p> <p>*To begin to join in with actions linked to a familiar rhyme, songs and stories.</p> <p>* To make controlled marks which have repetitive elements</p>	<p>*To recognise shapes (circle, square, rectangle, triangle) in a range of contexts.</p> <p>*To match shapes</p> <p>*To sort shapes in groups</p> <p>*To explore differently shaped objects</p> <p>*To put objects inside others and take them out again</p> <p>* To explore the characteristics of objects, e.g. by rolling a ball or sliding a block</p> <p>*To stack objects using flat surfaces</p> <p>*To match shapes with spaces on inset puzzles</p> <p>*To explore objects by touch, banging them, moving them, dropping them, etc.</p> <p>*To experience and feel different objects, including objects with different textures e.g. smooth/ rough.</p> <p>*To experience holding different shaped solids in their hands</p> <p>*To reach for or look at objects as they are counted.</p> <p>* To post items according to their shape by trial and error.</p> <p>*To show an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>*To talk about arrangements</p> <p>*To explore more complex inset jigsaws</p> <p>*To push some shapes and blocks together</p> <p>*To recognise that two objects have the same shape</p> <p>*To make simple constructions</p> <p>*To appreciate numerals are objects of meaningful reference.</p> <p>*To identify numbers 1-3, 1-5, 1-20.</p> <p>*To match numeral to quantity</p> <p>*To take one object / item away during number songs and see/count how many they have left</p>	<p>*To be curious about people and shows interest in stories about themselves and their family.</p> <p>*To enjoy pictures and stories about themselves, their families and other people.</p> <p>*To have a sense of own immediate family and relations.</p> <p>*In pretend play, to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>*To begin to show an interest in peers</p>	<p>* To develop their understanding around the concept of changing and growing</p> <p>*To understand the concept of a baby.</p> <p>*To begin to engage in role play activities with a baby e.g. bathing, rocking, singing etc (with adult support)</p> <p>*To respond to adult prompting of the names for body parts</p> <p>* To name body parts with the adult's support</p> <p>* To match body parts</p> <p>*To construct mat man</p> <p>*To draw mat man in trays with sensory resources or using pen and paper</p> <p>* To match pictures of the human life cycle</p>



					
<p>*To follow a simple recipe to make a snack (superhero pizza shield)</p> <p>*To follow visual and verbal instructions.</p> <p>*To request ingredients and equipment using single symbol exchange/preferred method of communication.</p> <p>* To explore new food items (taste and smell)</p> <p>* To prepare for a cooking activity, tolerating:</p> <ul style="list-style-type: none"> -washing hands -drying hands -wearing apron -roll sleeves up <p>*To transition to the food tech room and sit down</p> <p>* To begin to help cleaning a table/surface with the adult's support</p> <p>* To follow up to 2-3 instructions (with signs and symbols)</p> <p>*To recognise and find some simple kitchen equipment. (knife, microwave etc)</p> <p>*To recognize and name a knife</p> <p>*To know how to hold a blunt knife safely.</p> <p>*To use a blunt knife to spread, with support (using dominant hand if appropriate)</p> <p>*To recognise when topping has been spread evenly</p> <p>*To recognise a good amount of spread to us</p> <p>*To move the knife up and down to cut vegetables</p> <p>*To tolerate waiting for an item to cook/cool/set etc.</p> <p>*To show some understanding/awareness that an item may change its appearance when cooking</p> <p>*With support, to begin to engage in home corner role-play activities.</p>	<p>*To follow one step instructions</p> <p>*To hold a knife and fork</p> <p>*To use a knife and fork to eat with more independence</p> <p>*To recognise own coat</p> <p>*To develop some independence when putting coat/shoes on/ socks on</p> <p>*To develop dressing and undressing skills when going to the toilet following a visual sequence</p> <p>*To transition to different rooms within the school environment.</p> <p>*To walk in a line around school</p> <p>*To walk without pulling away when holding an adult's hand.</p> <p>*To walk independently without running away</p> <p>*To find their way to a familiar room after being shown the visual</p> <p>*To keep seatbelt on while on the bus</p> <p>*To stay seated on the bus.</p> <p>*To build tolerance for being on the bus for longer periods of time.</p> <p>*To walk onto the bus appropriately.</p> <p>*To exit the bus appropriately.</p> <p>*To explores and plays with money in role play situations</p> <ul style="list-style-type: none"> -baskets, trolleys, different sized bags etc -till -food boxes, containers, jars etc <p>During our PSHE session</p> <p>*To walk in the supermarket appropriately</p> <p>* To follows a visual timetable (red/green board) by pointing to the symbols or moving the symbols</p> <p>*To show awareness that they have to pay for the required item</p> <p>*To travel to the till and hand over money with the adult's support</p> <p>*To wait for receipt and change with the adult's support.</p>	<p>*To develop pincer grip</p> <p>*To develop hand-eye coordination</p> <p>*To show more tolerance of physical intervention and stimuli</p> <p>*To pick up small objects using a pincer grip - fine motor activities including following instructions to roll, squeeze and splat playdough during Dough Disco</p> <p>*To participate in gross motor activities while in movement areas of the school, including outdoors in the Discovery Park.</p>	<p>Children will take part in a PE session. Children to:</p> <p>*To begin to climb, crawl, walk and balance on equipment with support to improve gross motor skills.</p> <p>*To follow one step instructions from a new adult.</p> <p>*To explore new environment/surroundings/equipment</p> <p>*To share PE equipment</p> <p>*To be more confident in their movements</p> <p>*To explore colour, pattern and movement.</p> <p>*Movements begin to be more co-ordinated</p>	<p>*To explore media using a range of resources e.g. paint, collage, sticking etc.</p> <p>*To be aware that they have made marks.</p> <p>*To use a palmer or tripod grip when holding writing implements</p> <p>*To show preference towards specific textures /materials using their preferred way of communication</p> <p>*To use hands to explore objects</p>	<p>*To recognise environmental sounds</p> <p>*To tolerate and engage a range of songs.</p> <p>*To make fleeting eye contact with the speaker and/or make fleeting eye contact with object making sound.</p> <p>*To follow body percussion sequences in the correct order.</p> <p>*To explore with a range of musical instruments</p> <p>*To communicate if they like or dislike a song or piece of music using their preferred method of communication</p> <p>*To keep a steady beat alongside others or to a piece of music or rhythm</p>



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School