























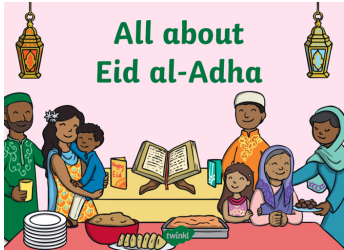
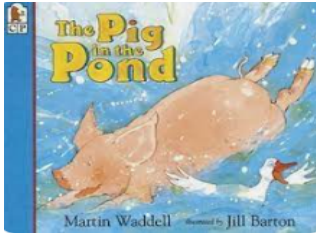
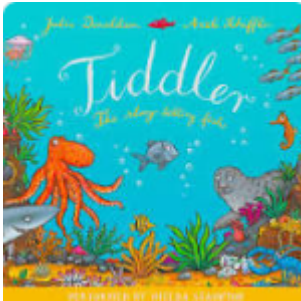


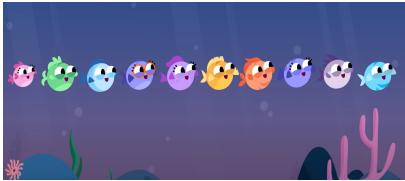


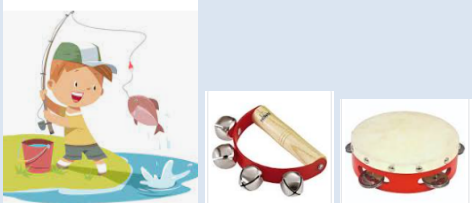


Elm class
Medium Term Plan: Summer 1 - 2023

Events/Themes	17/04/23	24/04/23	01/05/23	08/05/23	15/05/23	22/05/23
Language Focus	<p>Bloom's Taxonomy Key words: show, label, choose, find, Positioning schema - sort row Connecting schema - build, make Orientation schema - up, down Transforming schema - mix, stir, beat</p> <p>Who doing what where? Colourful semantics.</p> <p>Children to have regular language sessions daily, through play in the natural environment, plus their 1-1 bespoke sessions,</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">I </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">help </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">go </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">like </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">no - not </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">want </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">finished </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">more </div> </div> <p>All children to be using core boards.</p> <p>Adults to be using engagement model/early years, to support assessment. Photos and post it notes.</p>	<p>Bloom's Taxonomy Key words: show, label, choose, find, Positioning schema - sort row Connecting schema - build, make Orientation schema - up, down Transforming schema - mix, stir, beat</p> <p>Who doing what where? Colourful semantics.</p> <p>Children to have regular language sessions daily, through play in the natural environment, plus their 1-1 bespoke sessions,</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">I </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">help </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">go </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">like </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">no - not </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">want </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">finished </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">more </div> </div> <p>All children to be using core boards.</p> <p>Adults to be using engagement model, /early years to support assessment. Photos and post it notes.</p>	<p>Bloom's Taxonomy Key words: show, label, choose, find, Positioning schema - sort row Connecting schema - build, make Orientation schema - up, down Transforming schema - mix, stir, beat</p> <p>Who doing what where? Colourful semantics.</p> <p>Children to have regular language sessions daily, through play in the natural environment, plus their 1-1 bespoke sessions,</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">I </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">help </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">go </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">like </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">no - not </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">want </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">finished </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">more </div> </div> <p>All children to be using core boards.</p> <p>Adults to be using engagement model, /early years to support assessment. Photos and post it notes.</p>			

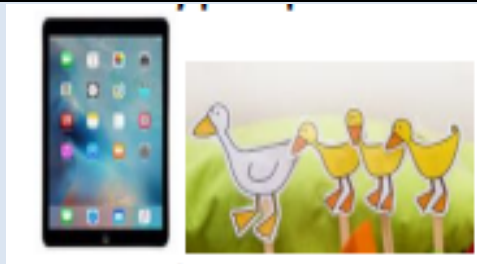
<p>Key Text</p>	<p>Eid al-Adha</p> 	<p>The pig in the pond.</p> 	<p>Tiddler</p> 
<p>Songs</p>	 <p>https://www.youtube.com/watch?v=gTS0HNduOpM</p>	 <p>https://www.youtube.com/watch?v=DRYFbo4SpAU</p>	 <p>https://www.youtube.com/watch?v=0m73sAV-l2c</p>
<p>Listening & speaking follow-up activity</p> <p>Guided writing</p>	<p>Activities based on pupils' individual observations and assessments.</p> <p>Listening to and joining in with nursery rhymes</p> <p>Mark-making using different mediums - including flour, cereal, cornflour, sand</p> <p>Trace over their names</p> <p>Threading</p> <p>Shape sorters</p> <p>Mark making in sand/cornflour</p> <p>Scissor skills</p>		

Guided reading	Listening to an adult read to them. Read touchy-feely books, lift-the-flap books and sound books. Practise turning pages Feeling textures Naming objects/characters	
Music Therapy	Listening songs (Hello, Where is ___?) Responding to sensory experiences Playing musical instruments games - tambourine, triangle and drum. Song of the Month with props Copying adults' actions	
Attention Bucket Time	Attention Bucket Time - Stage 1 Daily in the afternoon when all children are ready go on to stage 2 [TTT- Try to incorporate stage 2 at least once a week for children ready]	
Guided Maths	Separate personalised planning for each pupil.	
PSHE	relaxation and meditation Miss Veronica/song Bucket time Turn-taking games Reading stories about different emotions	
Physical development (PE)	Ball games (play times - throwing balls into hoop) Parachute PE [once a week in the big hall] Balancing on stepping stones Riding bike or scooter Sensory Circuit	
Topic Music/	<p>Photographs of the child engaging in [Eid celebrations]</p>  <p>T- To join in with dancing to Eid songs with adult prompting. TT- To join in independently TTT- To say/sign what they are doing Adults to record all of the responses made.</p>	<p>Focus first activity Multi-sensory prompts:</p>  <p>Plastic pig Bowl or tray of water</p> <p>Children to explore the sensory experience T- to pick up objects and explore in the water. TT- to pick up objects and independently placing in the pond using simple signs. TT- to name objects and play with them appropriately Adults to teach them the sign for pig/water, encouraging participation.</p> <p>Children to engage in 12345 once I caught a fish alive, using musical instruments Children to play music, and stop when adult signals, [Attention and listening]</p>  <p>T- To pick up and explore the tambourine TT- To pick up tambourine and play in time to the song, TTT- To pick up play to tune and stop appropriately when modelled to.</p>

Video the children engaging in Eid/fun with food celebrations, and play it back to the children, and seeing their responses.



T- To tolerate being around different textures and smells
 TT- To try different foods through touch, smell and if able to taste.
 TTT- To try a range of different foods, expressing their likes and dislikes through speech or sign. **Adults to observe using early year's goals and engagement model for older children.**



<https://www.educaqaming.com//en/gamePlay/questions-the-animal-sound-game/>

Recording of animal sounds and matching, plastic animal.
 T- To be able to listen and attend to the sounds played [exploring animals]
 TT- To be able to listen to the sounds played and pick up matching animal[anticipation]
 TTT- to be able to listen and say/sign what they hear and choose appropriate animal.[realisation]
Adults to observe using early year's goals and engagement model for older children.

To make a collaged fish.



T- To explore materials independently
 TT-To choose a template and resources needed
 TTT- To choose their resources and independently without support make a collaged fish, and say what it is through sign/or vocalising.

Adults to observe using early year's goals and engagement model for older children.

Sensory experiences

Messy play - playdough, paint and food.
 Fun with food once a week.
 Sensory room time - separate planning - Tac Pac- Intensive interaction
 Water tray
 TRIPS - To reception Tuesday and Thursday afternoon