

Macaws Medium term plan 2023

Autumn

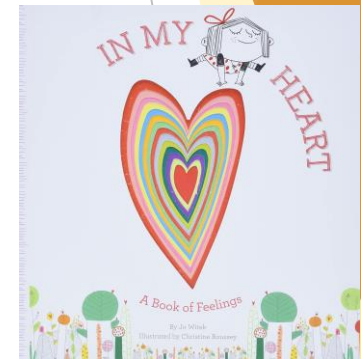
Our topics this term are:

Autumn one:

- ❖ Topic – Forming relationships – making friends.
- ❖ Celebrating Black history month. Marcus Rashford. Re-creating his seven acts of kindness.
- ❖ Story – In my heart – A book of feelings by Jo Wittek.
- ❖ Story – Barry the fish with fingers by Sue Hendra and Paul Linnet.

Autumn two:

- ❖ Topic – Being kind – Naming emotions.
- ❖ Celebrating Christmas
- ❖ Story – The day the pencils quit by Drew Draywait and Oliver Jeffers Story
- ❖ Story – Barry the fish with fingers and the hairy scary monster, by Sue Hendra .
- ❖ Each week we will be visiting Wythenshawe library.
- ❖ The Macaws class will be participating in enrichment sessions with the Canaries class team and the Canaries children.



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Communication

- ❖ To answer ELKLAN BLANK level questioning (one, two, three and four questions).
- ❖ To implement individual speech and language programmes/targets.
- ❖ To implement project core to develop an understanding of core vocabulary.
- ❖ To use choice boards/communication boards to request favoured items/objects and food.
- ❖ To use communication boards during practical activities which support communication and verbal responses.
- ❖ To continue to develop autonomy whilst using LAMP devices and other communication aids.



Suggested activities to support communication.

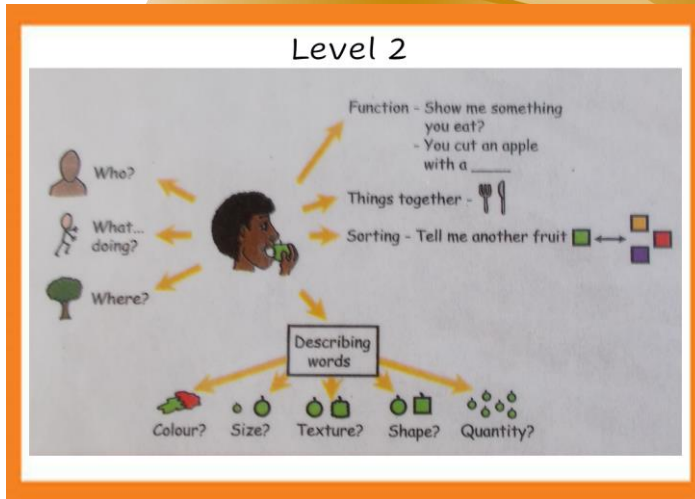
Share a story together and ask the following questions:

Blank level 1

Show me the.....

What is this?

Can you find another dog?



Blank level 2

Who is this?

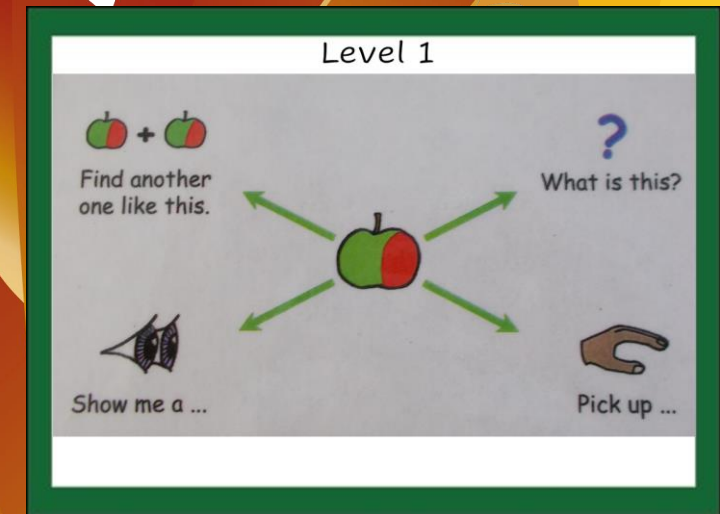
What are they doing?

Where is the...

What colour is the...

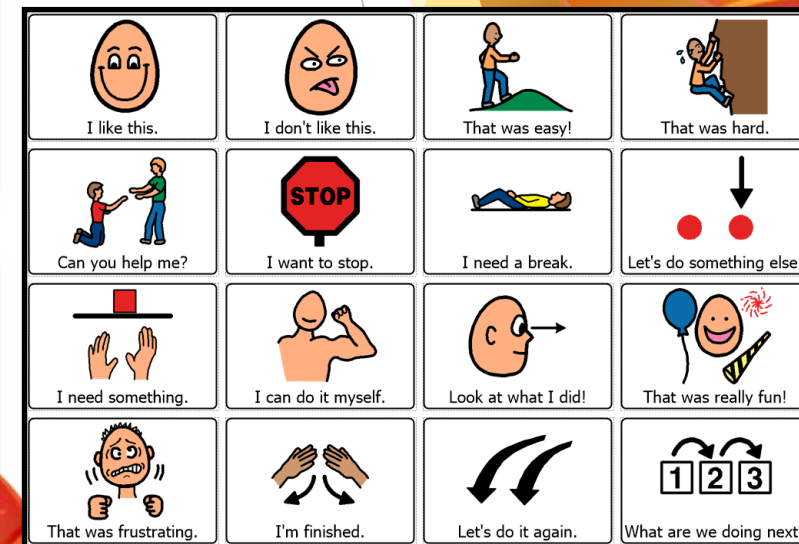
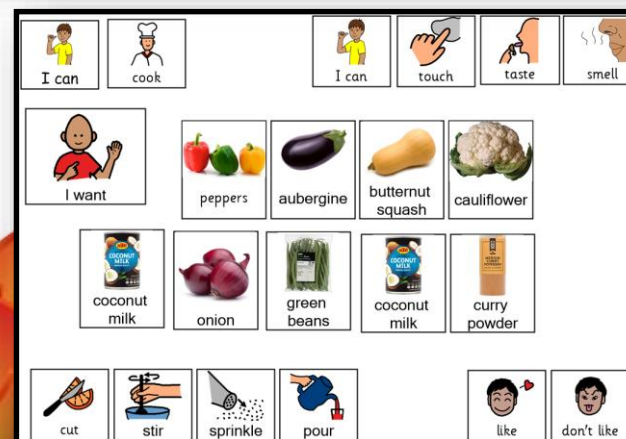
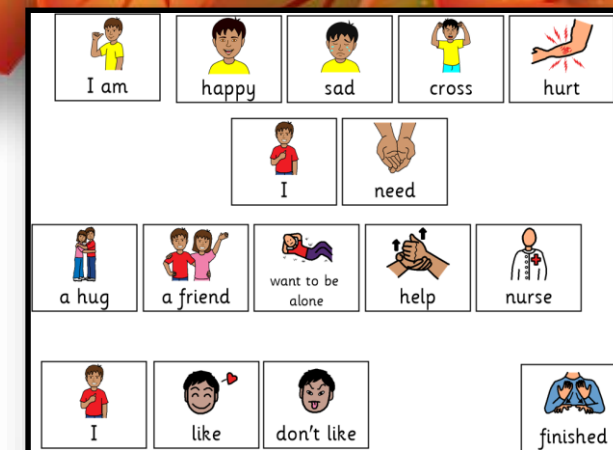
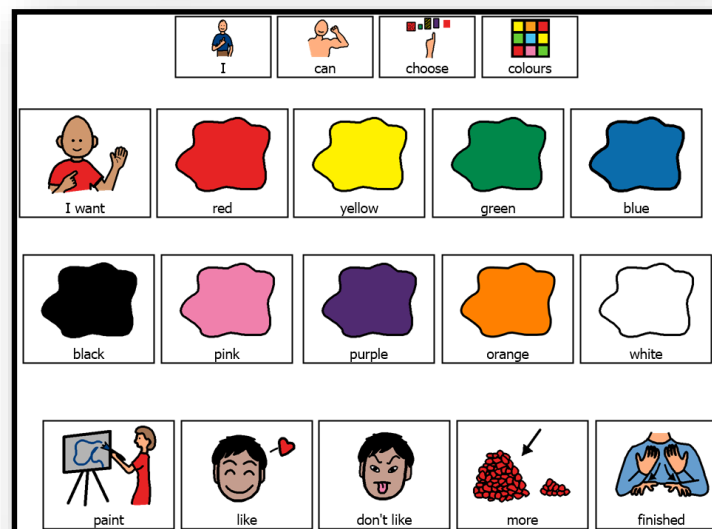
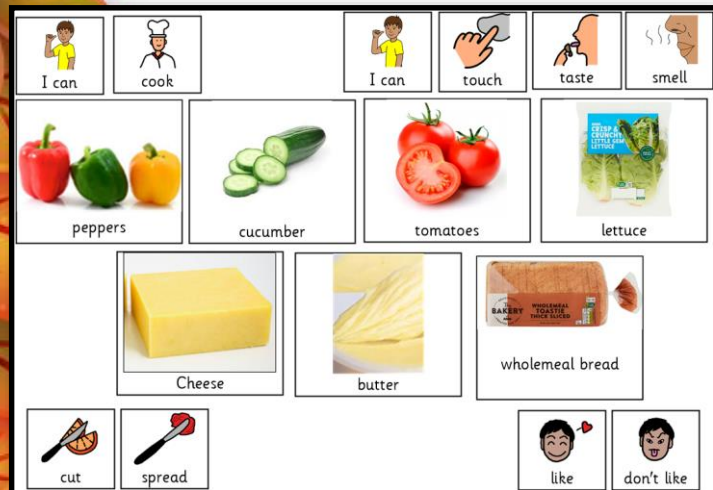
What shape is it?

How many do you see?



Suggested activities to support communication.

Use a wide range of communication boards throughout the day especially during practical activities.



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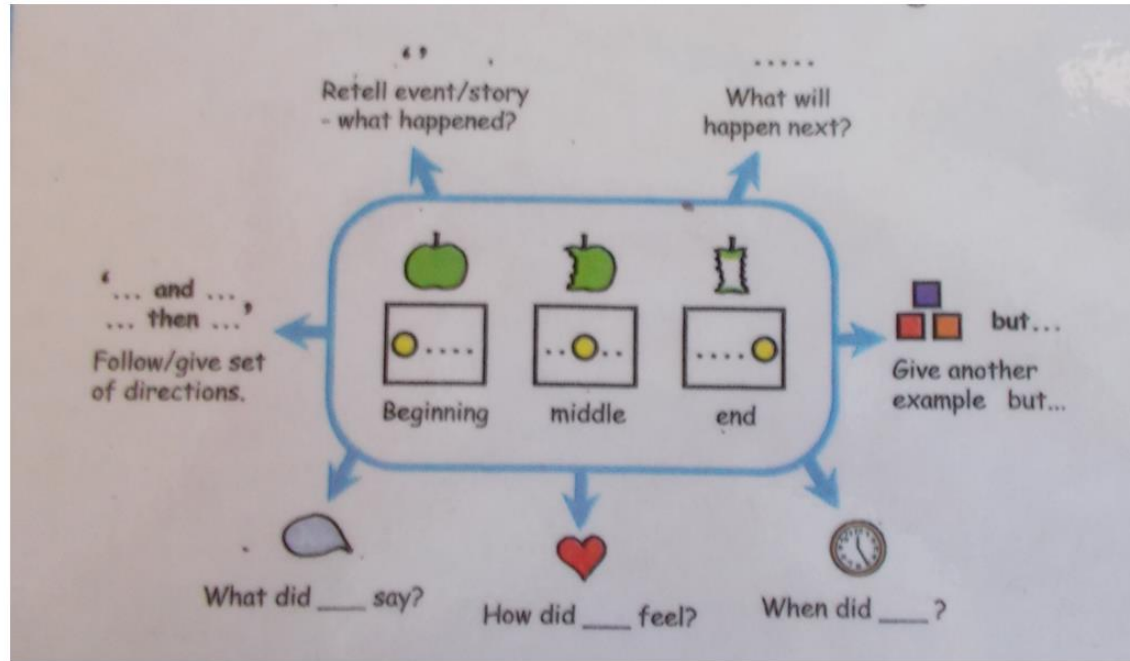
Literacy/Reading

- ❖ To develop early literacy skills – Band 3. Success criteria: Match pictures to pictures and symbols to symbols.
- ❖ To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.
- ❖ To develop their comprehension skills – Band 5. With adult support I can answer questions about the story. Talk about the places and people in stories and important things that are happening Use pictures as prompts to support the child. Reference: Blank Level 2 and 3
- ❖ To develop early reading skills / develop comprehension skills – Band 6. Comments on a story with adult support To answer 'how' and 'why' questions about personal experiences and in response to stories or events. Reference Blank level 3.
- ❖ To develop early literacy/reading skills – Band 5. Pupils develop their understanding of phase 2 phonics To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme. (Little Wandle)
- ❖ To develop early literacy skills – Band 6 To practice oral blending and segmenting simple words. (Little Wandle)
- ❖ To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words. (Little Wandle)



Ideas to support comprehension

Re - telling



Ask children to recall events from a familiar book, for example:

What happened at the beginning of the story?

What happened next?

What did the.. Say?

What did the.. Do?

How did they feel?

When did it happen (give an example)

What might happen next?





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Literacy/Writing

- ❖ Early mark making - Band 3 Success criteria: To use his whole arm whilst mark making.
- ❖ Develop motor skills and pencil control – Band 3 Success criteria: To write over adult writing/marks on paper and the IWB
- ❖ Develop motor skills and pencil control – Band 5 Success criteria: I can move around a circular shape in the correct direction.
- ❖ Develop early literacy skills – Band 7 Success criteria: I can consistently compose a sentence orally before writing it.
- ❖ Develop early literacy skills – Band 7 Success criteria: I can express ideas and feelings using full sentences that include different tenses [past, present, and future]

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Ideas to support writing and fine motor skills



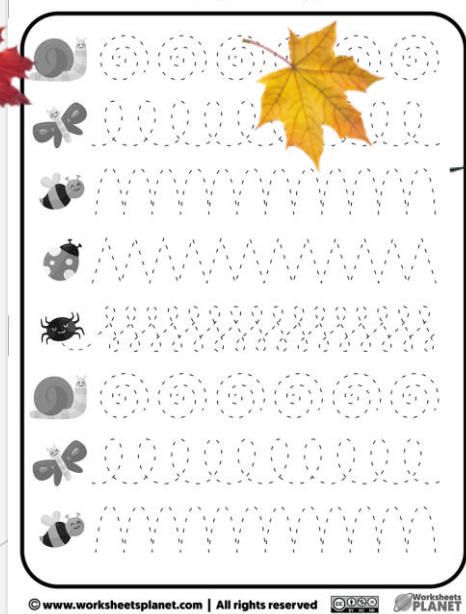
Fine Motor
Bead Pick Up



COLORFUL
rainbow h



PRE-WRITING EXERCISES





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Cognition and numeracy

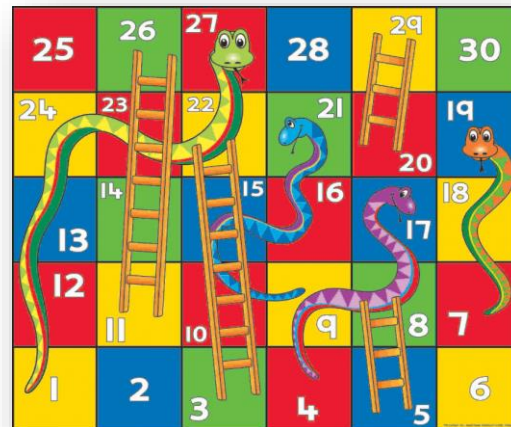
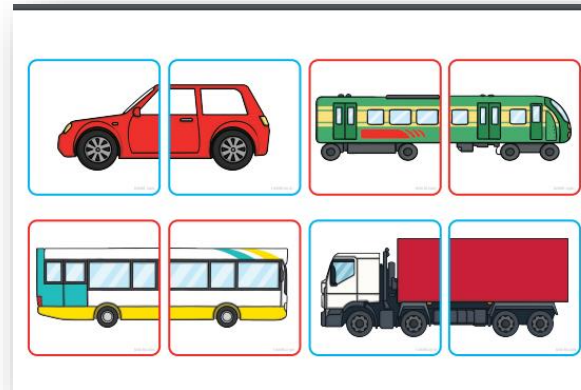
- ❖ To develop early numeracy skills – Band 4. Success criteria: I can say/ point or use my LAMP device at/to numbers when I am playing with objects or singing songs.
- ❖ To use numbers in practical situations – Band 4. Success criteria: I can give you the right number of objects from a collection when you say “one”, “two” or present a gesture/visual.
- ❖ To develop early numeracy skills. Band 4. Success criteria: Children can compare two groups of objects, saying when they have the same number.
- ❖ To develop early numeracy skills – Band 5. Success criteria: Sometimes I can match a numeral to the right number of objects.
- ❖ To develop early numeracy skills – Band 5. I can listen to and join in with number stories and rhymes.
- ❖ To develop early numeracy skills – Band 5. Success criteria: I can use my fingers, pictures or marks to show you how many things there are.
- ❖ To develop early numeracy skills – Band 5. Success criteria: I know that numbers tell me how many things there are altogether. To develop early numeracy skills – Band 5. Success criteria: I can show an interest in number problems.
- ❖ To develop early numeracy skills – Band 7. Success criteria: I can recognise, understand and use mathematical symbols in my work including; +, -, =

Ideas to support Cognition and numeracy



Counting objects and matching their number/amount.

Matching pairs.



Playing counting board games.



Building brick towers.

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Knowledge and understanding of the world

Celebrating Black history month with the Canaries: A celebration of Marcus Rashford and re-creating his seven acts of kindness.

Forest School – with the Canaries class .

Halloween Bonfire Night

Remembrance Sunday

Christmas

Winter



- ❖ I can join in with routines and develop social understanding.
- ❖ I can celebrate special events around the world.
- ❖ I can develop an understanding of differences between events in the past and now.
- ❖ I can name special people.
- ❖ I can share favoured resources with my peers.
- ❖ I can interact with my peers at playtimes.
- ❖ I can develop an understanding that I am special and that some things I do are the same as my peers and other things are different.



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PSHE

Turn taking Making Choices Developing friendships –old and new.
Celebrating Black History Month
2/10/2023 Celebrating Marcus Rashford and re-creating his seven acts of kindness.

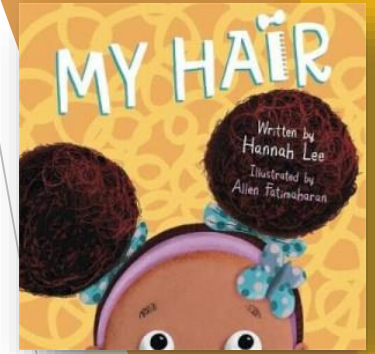
Story – My hair by Hannah Lee

Turn taking Making Choices Being kind.

Identifying/labelling my own Emotions and feelings, e.g., using the I need board.

Using the worry monster to express my emotions, thoughts and feelings.

- ❖ I can play alongside others.
- ❖ I can understand which friends like the same things as me.
- ❖ I can develop appropriate strategies to negotiate and solve problems, whilst keeping a positive manner.
- ❖ I can develop my independence.
- ❖ I can develop my confidence and express my likes and dislikes.



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Creative and expressive arts



Christmas art
Seasonal art/winter

- ❖ To show an intention to create using a range of materials and resources. Band 4.
- ❖ To take part in sensory exploration – Band 4, Success criteria: To imitate the use of tools, materials and simple actions.
- ❖ To begin to communicate ideas, events or experiences through their use of colour, form, line and tone. Band 5. Success criteria: Introduce the use of scissors to develop cutting skills to create a collage.
- ❖ To intentionally represent or symbolise and object or an emotion. Band 5.



Seasonal and Christmas art ideas



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Physical Activity

Yoga

Forest and outdoor activities.

Wake up shake up.

ROAR program with Elliot.

Shadow dance.

- ❖ I can link to actions together. Band 3
- ❖ I can link two or more actions in a sequence with adult support. Band 4
- ❖ I can start and stop moving on command. Band 4
- ❖ I can catch any sized object, e.g., balls, beanbags. Band 4
- ❖ I can kick a ball towards a target. Band 5
- ❖ I can stop and freeze on command. Band 5
- ❖ I can catch various balls whilst playing games with increased control. Band 5

