

Macaws class medium term planning spring 2024

Hello and welcome back to school. We hope you all had a wonderful Christmas break with friends and family. We would like to take this opportunity to wish you all a very Happy New Year!

This term we have some very exciting activities planned. Some key days are:

Monday AM- will be shopping in the wider community to buy our cookery ingredients. The children will go on the mini bus each week.

Monday PM – Some children will go to the Forum library where they will have the opportunity to read and explore a wide range of books. The children that do not enjoy this activity will stay in school and participate in various play opportunities including playing games with adults and their peers. This is part of PSHE – Maintaining/creating friendships old and new. Managing our feelings.

Tuesday AM – Music with Beth

Tuesday PM – Cookery

Wednesday AM – Swimming at the Forum

Wednesday PM – PE with Elliot (ROAR Potential)

Thursday AM – Shadow dance (Drama and expressive Arts)

Friday PM – Enrichment with the Canaries, a focus on PSHE: Maintaining/creating friendships old and new. Managing our feelings.

If you have any questions please do not hesitate to get in touch with a member of the Macaws class staff:

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Our topics for spring term are:

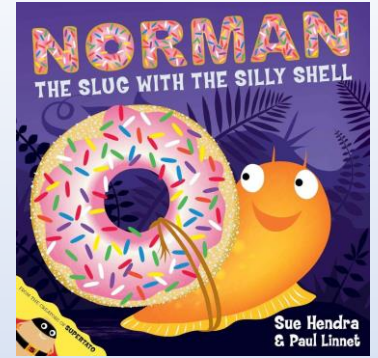
Spring one:

Topic: Growth and growing – changes in plants, animals and ourselves.

Celebrating Chinese New Year

Story – The day the pencils returned Drew Draywait and Oliver Jeffers.

Story – Norman the slug with the silly shell, by Sue Hendra and Paul Linnet.



Spring two:

Topic: Spring and growth.

Celebrating – Easter

Story – Keith the cat with the magic hat by Sue Hendra and Paul Linnet.

Story – Farmer Duck by Martin Waddell and Helen Oxenbury.



PSHE:

We will be focusing on the following areas;

Maintaining relationships and friendships.

Making new relationships.

Recognising and labelling emotions/feeling of ourselves and others.

Looking at strategies that help us to regulate our emotions.

Enrichment with the Canaries class.



Communication

To implement individualised SALT programmes throughout the day

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 Naming

Show me the.....

What is this?

Can you find another?

Blank level 2 Describing

Who is this?

What are they doing?

Where is the...

What colour is the...

What shape is it?

How many do you see?

Blank level 3 Re-telling

Beginning, middle and end (sequencing)

What happened?

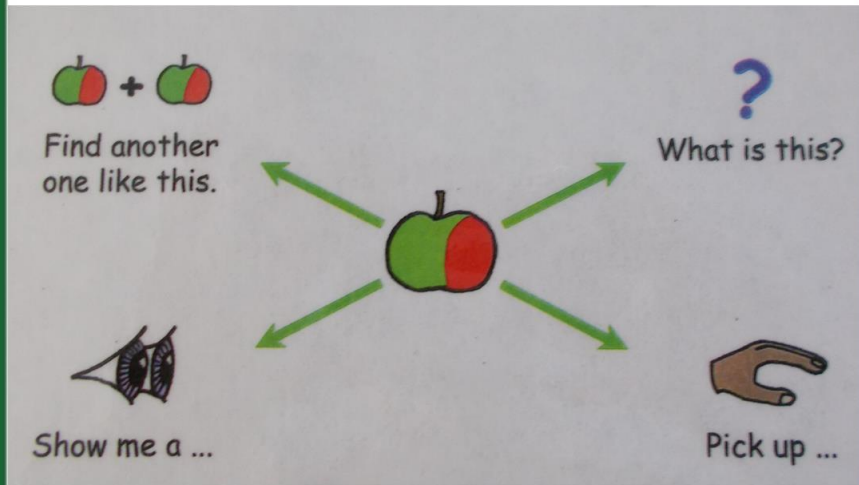
Give another example

What will happen next?

When did... how did... what did... say?

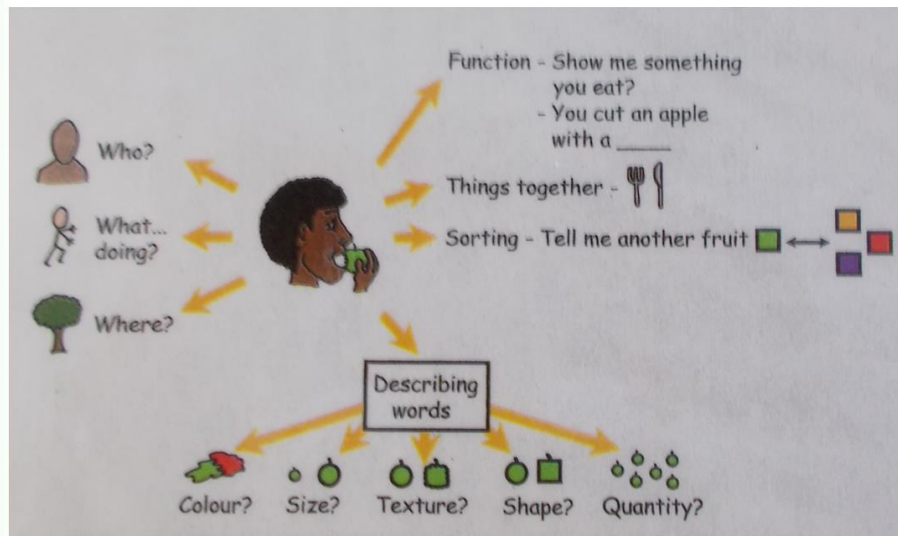
*** Go through the questions in level order, if your child struggles to answer model and stay within that level of questioning. ***

Level 1

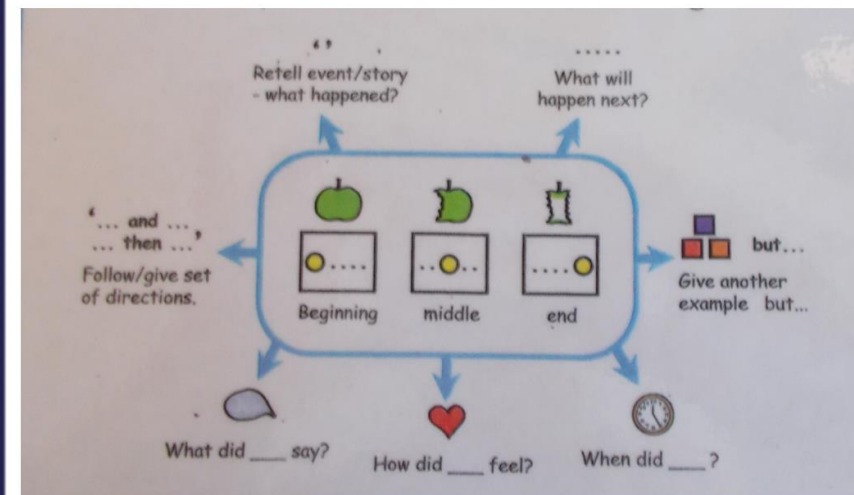


Blank level questions

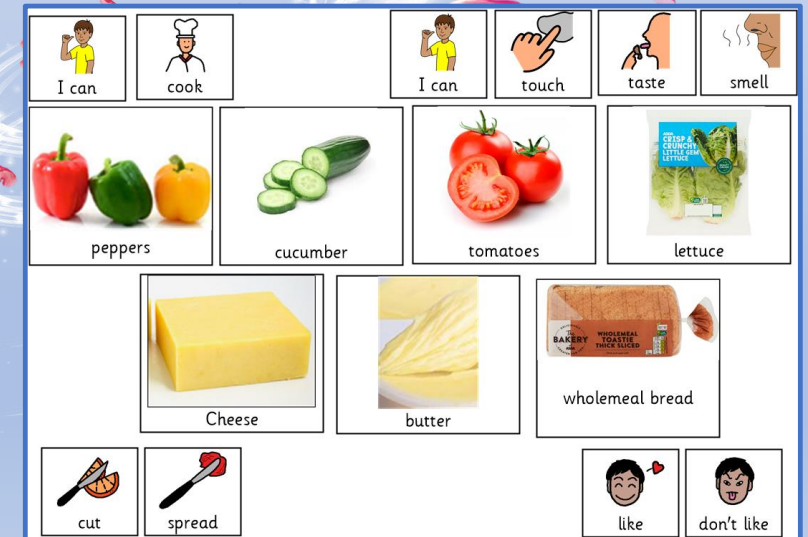
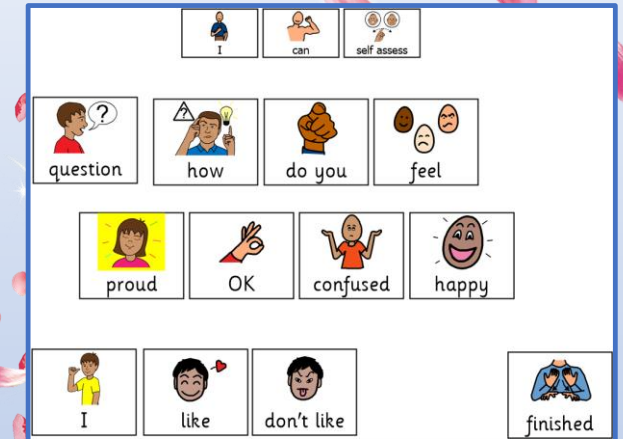
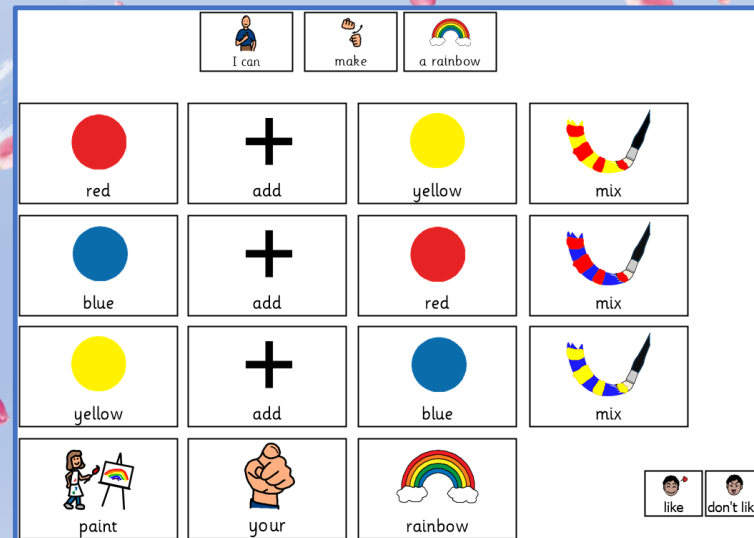
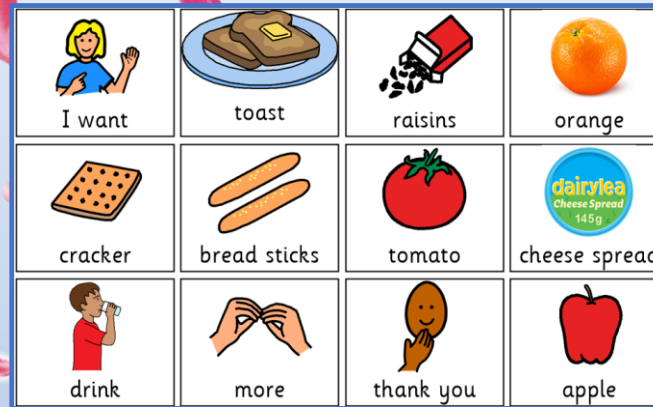
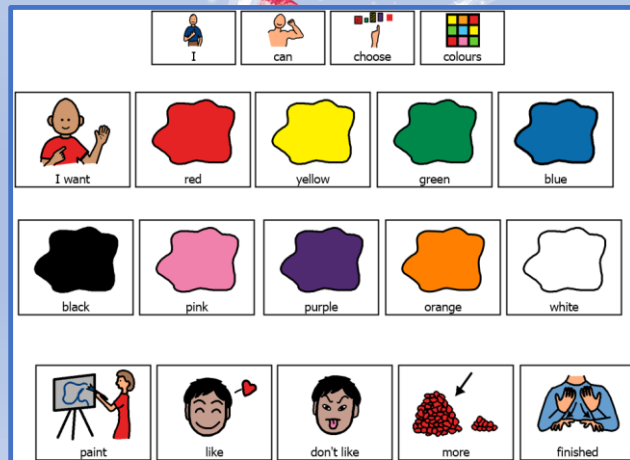
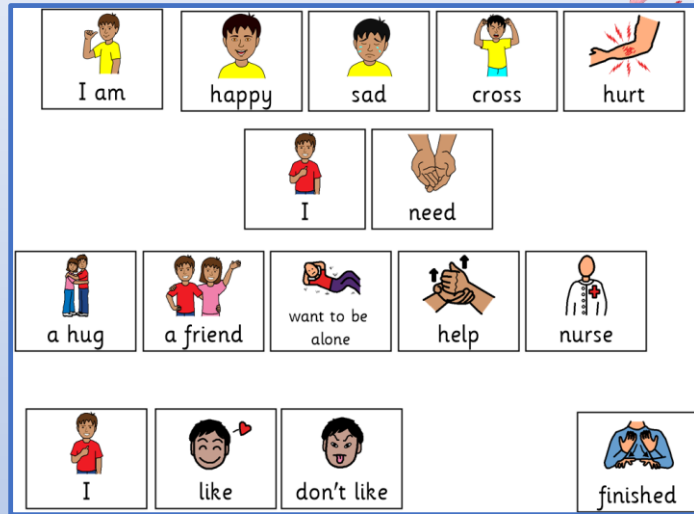
Level 2



Re - telling



More suggested activities to support communication.
We use a wide range of communication boards to support the children's verbal language and understanding.



Literacy and reading

To develop early literacy skills – Band 3.

- ❖ Success criteria: To recognise key symbols within the classroom. E.g., toilet, help, drink, outside or other children's pictures.

To develop early literacy skills – Band 3.

- ❖ Success criteria: Match letters of the alphabet with adult support. E.g. adult to pick up a letter, say the sound and child to match the letter.
- ❖ Child looks for specific objects in a book. Blank level 1 Naming questions.
- ❖

To develop early reading skills – Band 4.

- ❖ Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.
- ❖ Success criteria: I can point to a named character in the story. Blank level 2 Describing.

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

Literacy and reading – continued

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 questioning 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 and 4

To develop early reading skills / develop comprehension skills – Band 6.

- ❖ Comments on a story To answer 'how' and 'why' questions about personal experiences and in response to stories or events. Reference Blank level 4.

Phonics – Following the Little Wandle phonics scheme

To develop early literacy/reading skills – Phase two.

- ❖ Pupils develop their understanding of phase 2 phonics To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme.
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- ❖ I can use my phonic knowledge and skills to decode words.

***** References – targets are taken from the Ashgate semi formal curriculum and Little Wandle*****

Literacy/writing

To develop fine motor skills and pencil control – Band 3.

- ❖ Success criteria: To copy lines of zigzag scribble across a page on paper and the IWB, including my own name.
- ❖ Success criteria: To begin to interpret my own marks by displaying an increased awareness of my marks.

Develop early literacy skills – Band 4

- ❖ Success criteria: Copy letters underneath from left to right.
- ❖ Success criteria: Uses writing in a variety of situations. E.g., chalk board/tough spot.

Develop early literacy skills – Band 5

- ❖ Success criteria: Most letters are written/formed correctly.
- ❖ Success criteria: I can leave spaces between groups of letters and symbols.

Develop early literacy skills – Band 7

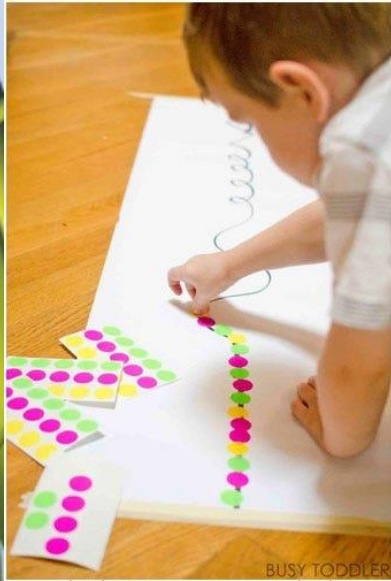
Success criteria: To re-read what I have written to check that it makes sense.

Success criteria: I can talk about what I have written with an adult.

***** References – targets are taken from the Ashgate semi formal curriculum*****



Ideas to support writing and develop fine motor skills



More ideas and information available at:
<https://www.twinkl.co.uk/search?q=fine+motor+skills&c=244&ca=28&ct=ta&r=teacher>

Cognition and Numeracy

Number: To use numbers in practical situations – Band 4.

- ❖ Success criteria: I can order/say some numbers in order.
- ❖ Success criteria: I can rote count some numbers with adult support.
- ❖ Success criteria: Develop language “more” and “lots” to describe amounts of objects.
- ❖ I can show you which group of objects, toys or plate of food has “more”

To develop early numeracy skills – Band 5.

- ❖ Success criteria: I can demonstrate an understanding of ‘less’.
- ❖ Success criteria: I can match the numbers 0-9 to groups of objects.
- ❖ Success criteria: I can respond to ‘add one’ to a number of objects.

To solve simple problems. Band 6

- ❖ Success criteria: I can tell you which group has got “more” or “less” things in them.
- ❖ Success criteria: I can put two sets of objects together and tell you how many things I have altogether.

To develop early numeracy skills – Band 7

- ❖ Success criteria: I can find the ‘total’ by adding two sets of objects
- ❖ Success criteria: I can solve and record number problems that includes the addition and subtraction of single digit numbers.

**** References – targets are taken from the Ashgate semi formal curriculum****

Cognition and Numeracy

Shape, space and measure

To develop early shape skills – Band 3.

- ❖ Success criteria: I can use blocks and 3D shapes to create my own simple structures and arrangements.
- ❖ Success criteria: I can build a tower on the floor in long lines using bricks. Adult to introduce mathematical language, e.g., long, short and tall

To develop early measure skills – Band 4.

- ❖ Success criteria: I can make comparisons between big and small/long and short objects.
- ❖ Success criteria: I can identify the big/small/long/ short object from a choice of two.

To develop early weight skills Band 5

- ❖ Success criteria: I can learn language related to weight for example heavy/light, heavier/lighter.

To understand weight - Band 7

- ❖ Success criteria: I can compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]
- ❖ Success criteria: I can compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

***** References – targets are taken from the Ashgate semi formal curriculum*****

Knowledge and Understanding of the World

Celebrations include:

Chinese New Year

Pancake Tuesday

Easter

Seasons – Winter and Spring

Mothering Sunday



The world and the environment around me – Band 4.

- ❖ To observe changes in plants and animals. E.g., new life – and growth
- ❖ Visit to Smithills open farm in Bolton
- ❖ Planting seeds
- ❖ Planting flowers
- ❖ Growing fruit and vegetable, for example strawberries, beans, cress, garlic

Some objectives:

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 look after living things with respect and kindness

I can observe changes in plants, myself and others and the seasons/environment.

**** References – targets are taken from the Ashgate semi formal curriculum****



PSHE

Turn taking Making Choices Developing friendships –old and new Identifying Emotions and feelings, e.g., using the I need board.

To build my self confidence - Band 5 (Imatters – assertiveness)

Success criteria: I can say or express through signs and gesture, 'no'.

I can communicate my interests –To communicate my emotions – Band 4 Identifying and labelling emotions, thoughts and feelings.

I can use the worry monster to express my emotions, thoughts and feelings using communication symbols, pictures or written text.



Events:

Chinese New Year (10th Feb)

Going to China town in Manchester for dinner.

Cooking Chinese recipes.

Chinese New Year arts and craft.

Enrichment activities with the Canaries class (Friday afternoon)

Comic Relief - Red Nose Day 17/03/2024

World Down Syndrome Day 21/03/2024 Wearing and creating odd socks, 'Lots of socks.'

Easter



**** References – targets are taken from the Ashgate semi formal curriculum****

Creative and Expressive Arts

Art

Seasonal art and celebrations

To develop independence and follow instructions Band 4.

- ❖ Success criteria: To develop an appropriate range of skills and use of tools.
- ❖ To experiment with colours and marks, e.g., creative arts with a range of resources.

To develop imagination and encourage creativity – Band 5.

- ❖ Success criteria: Explores colours and how colours can be changed.

To show a preference – Band 5.

- ❖ Success criteria: To begin to show confidence in using a variety of processes, tools.

Easter Activities Seasonal art

Spring and growth – flowers/trees/animals

Music sessions with Beth – An opportunity to develop confidence through music

Listening and engagement opportunities

Learning to listen to and follow instructions

Shadow dance with Lucy – an opportunity to participate in dance and drama.

Learning how to express our emotions through dance.



Suggestions to develop art and creativity



Physical Activity

This spring term we have a lot of fun and exciting physical activities planned, these include:

- ❖ Wake up shake up.
- ❖ Yoga
- ❖ Brain breaks
- ❖ ROAR program with Elliot.
- ❖ Shadow dance.
- ❖ Swimming
- ❖ Music and dance

Objectives:

Band 3 -

- ❖ I can link together two actions,

Band 4 -

- ❖ I can link two or more actions in a sequence with adult support.
- ❖ I can start and stop moving on command.
- ❖ I can catch any sized object, for example, balls or bean bags.

Band 5 -

- ❖ I can kick a ball towards a target.
- ❖ I can stop and freeze on command.
- ❖ I can catch various balls whilst playing games with increased control.