

Physical Development

Swings

- To be able to make the swing move independently.
- To follow adult instructions and learn the skill to wait.
- To begin to turn take with their peers supported by an adult.

Soft Play

- To independently interact with peers and staff members during soft play.
- To learn how to play safely in the soft play room.
- To use their communication skills to communicate throughout the session.
- To turn take and share adult attention.

Sensory Room

- To be able to sit/ quietly explore the sensory room without running or jumping.
- To join in with the interactive floor supported by an adult.

ROAR Potential

- To join in with the different activities set out.
- To develop their balance skills whilst exploring different obstacle courses

Dance

- To copy different movements/actions during songs.
- To join in during our dance session whilst we tell our topic story.

Medium Term Plan

Spring Term 2023

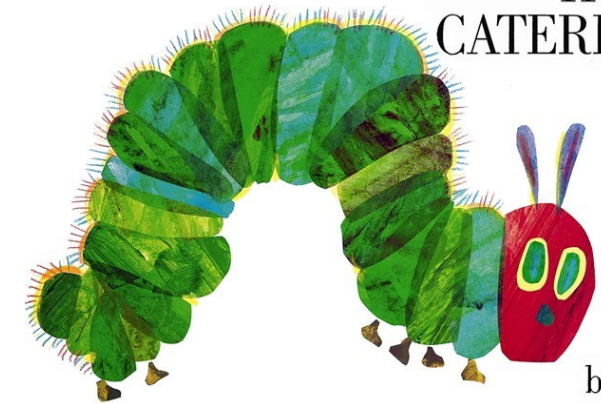
Ashgate Semi-Formal

Curriculum

Topic Book: The Very Hungry Caterpillar



THE VERY HUNGRY CATERPILLAR



by Eric Carle

PSHE/RSE

Independence

- To independently walk around the school next to an adult when transitioning between rooms.
- Independently take off their socks and shoes.
- To independently put on their shoes.
- To begin to put on their own socks.
- To independently take off their coat and hang it on their peg.
- To independently put their packed lunches, their bags and diaries in the correct place in the morning.
- To begin to put on their own coats.

Making Relationships

- Learning to share toys with less support from adults
- Beginning to interact with their peers with adult support
- To learn how to turn take with support

Hygiene

- To independently wash their hands with prompts from the adults
- To begin to brush their teeth and wash their faces
- Asking for the toilet

Emotions

- To begin to recognise how they are feeling
- To accept help from an adult if they are upset

Knowledge and Understanding of the World

Farm Focus

- Children to continue having opportunities of meeting real farm animals.
- Children to learn more key facts about the animals on the farm and to begin to learn how to care for them/ be gentle around the animals.

Topic Focus

- To learn the life cycle of a caterpillar.
- To explore what a caterpillar/ butterfly is.
- To explore the different fruit by using their tastes. (links to cooking and art)

Forest/ Outings

- To confidently explore the forest and new environments
- To explore how to be safe in different environments.
- To explore Winter/ Spring
- To join in during forest activities with support from adults.

R.E./ Celebrations

Children to be involved in activities to celebrate different events/ religions/ festivals such as:

- Chinese New Year (10th February)
- Pancake Day (13th February)
- Valentines Day (14th February)
- Ramadan (begin 11th March)
- Mother's Day
- Easter
- Birthdays

Creative Arts

Art

- To explore different materials and use different methods to create art work linking to our topic.
- To be encouraged to touch different materials, sensory tuff trays and join in during art activities.

Cooking

- To be encouraged to try different food during snack time, lunch time and cooking activities.
- To explore different ingredients.
- To begin to explore how to use a knife safely when cutting different food.
- To begin to follow step by step instructions during cooking sessions.

Music

- To explore different songs.
- To explore different instruments.
- To be encouraged to join in during music sessions.
- To be involved and encouraged to play quietly and loudly.

Numeracy

Number

- Counting out objects (1-10)
- Continue practising addition up to 10 using Numicon
- Explore subtraction up to 10 using objects.
- Begin to recognise numbers up to 5.

Space, Shape and Measure

- To begin to recognise and identify the days of the week and months of the year.
- To identify what day, we are on and the month we are in.
- To explore positional language. 'in, on and under'.
- To begin to place items in the correct position when directed.

Communication and Literacy

Phonics/ Reading

- To recognise the different letter sounds and begin to blend CVC words (*Following and Adapting the Little Wandle Scheme*)
- To read short books.
- To answer questions about the book with support from communication boards.
- Individual targets on their child led plans (reading, writing and communication)
- Children will be engaged during the story time sessions and answer questions about the story.
- Children will choose their favourite books and will independently explore books during choose time.

Communication

- To work on their individual targets.
- Children to be encouraged to use preferred communication methods to communicate their needs, wants, likes and dislikes. (Project Core, Communication Boards, Sign Language, Verbal)
- To follow one step instructions.

Writing

- Opportunities for the children to explore mark making and create marks using different materials will be continued encouraging them to become independent with making marks.
- To support the children to understand to mark make on specific items rather than walls/ chairs.
- Individual writing targets.