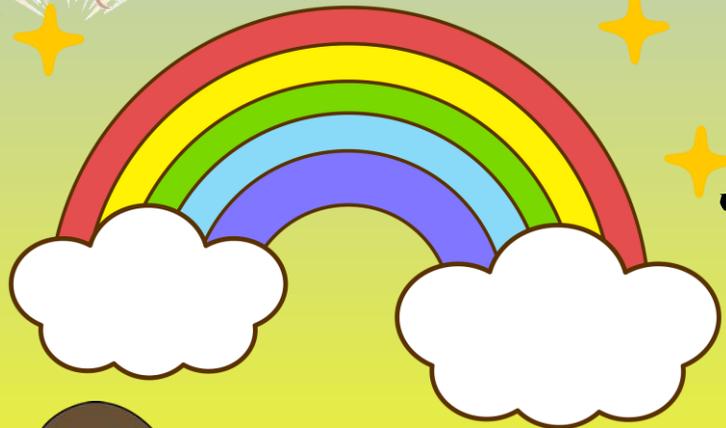




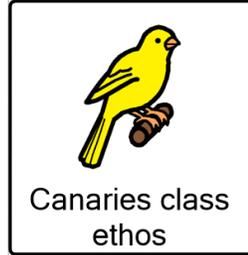
CANARIES MEDIUM TERM PLANNING



Spring planning



Education must develop every child's personality, talents and abilities to the full. It must encourage respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



We value and promote communication.

We develop our independence and life skills.

We work in partnership with parents and carers.

We value and promote pupils voice.

We form good relationships.

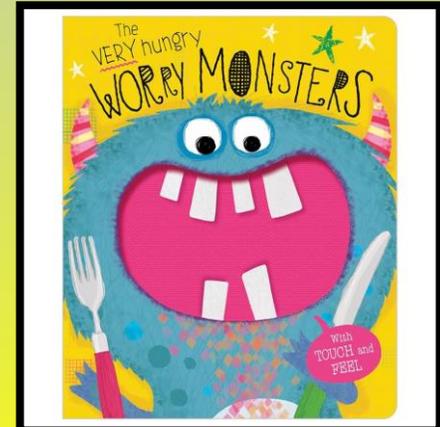
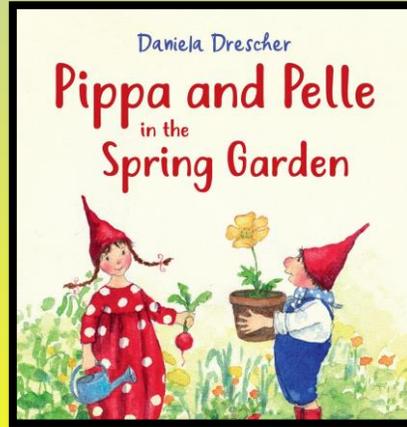
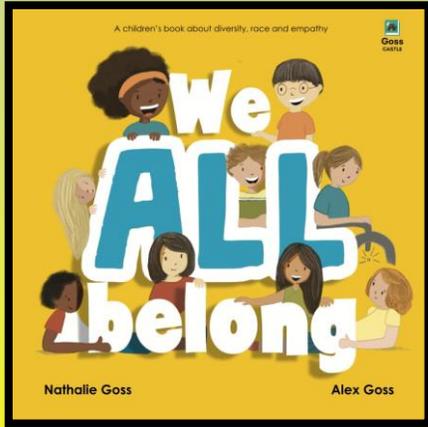
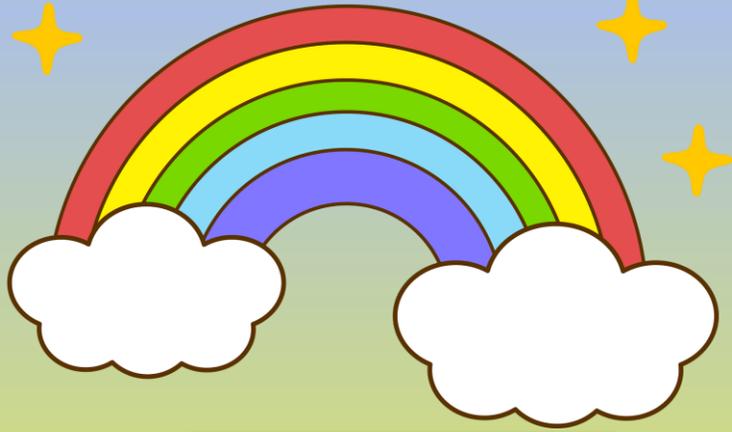
We have a holistic approach to learning.



Article 3

The best interests of the child must be a top priority in all aspects that affect children.

Topics this term.



Article 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.





Spring

Communication and literacy

For the children follow verbal instructions and direction.

Using a AAC device to support the child's communication needs and wants e.g. snack time circle time, group sessions and one to one support. AAC device **SALT Reading curriculum Band 2 To develop early reading skills**

To request snack using symbols and AAC device, to support their communication and verbal language. **Reading curriculum Band 2 To develop early reading skills**

Children to order snack in writing form and to requesting verbally e.g. "I want toast please Jane." **writing curriculum Band 5 Developing early literacy skills. Fine motor skills and pencil control. To develop early reading skills**

To use AAC device to answer who and what questions. **Colourful semantics who - orange words and what doing yellow words ELKLAN blank level 1 and 2 naming and describing linked to band 3-4 Reading**

To answer who, what doing and where questions using verbal language, symbols, pictures and using their writing skills. **Colourful semantics who - orange words and what doing yellow words and where blue words ELKLAN blank level 1 and 2 naming and describing linked to band 3-4 Reading Band 4 to copy letters or words from the environment**

To create a simple sentence using colourful semantics e.g. who, what, where, and when. **Writing band 6**

To overwrite words and sentences handwriting. **Band 3 writing**

Children to copy words underneath from left to right. **Band 4 writing**

For the children to learn phonemes and graphemes through the participation of Little Wandle. **Band reading 5**

To write a grapheme in response to A phoneme e.g. sound the letter A children to write the letter on paper, chalk board, interactive with board and tuff trays. **All children reading band 5**



Spring

Number

To match objects to the correct numeral's 1-20. *number band 7*

To match objects to the correct numbers 1-5 and 1-10. *Number*

exploring numbers 1-5 and listening to number songs and matching and ordering numbers 1-5. *Number band 4*

To add one -digit and two - digit numbers and objects to the value of twenty. *NC YEAR 1*

To sort objects, shapes and colours into groups. *Number Band 3*

For the children to match objects to object, matching pairs together e.g. socks and patterns. *Band 3 Number*

To explore numbers on the interactive whiteboard using number programmes.. *ICT in the world around us band 3*

To look at numbers in the local environment e.g. door numbers and buses. Numbers in the local super market. *number band 5*

Shape, space and measure

For the children to find big and small objects on request e.g. find the big ball. *Band 3*

To explore shapes when creating pictures. Triangle for roof, rectangle for doors and squares for windows. *Band 3*

Children to pick a shape and described how they look for example, a square has four sides. A triangle has three sides. *Band 5*

Measuring are bodies, for the children to measure their height recording or drawing around themselves using chalks. Using the word "who" for "who is bigger or who is smaller." *colourful semantics "who" questioning" Ashgate curriculum band 4*

Children to go over work that they have learnt from the previous term.



Spring

PHSE

To accept other children within my play space and to play games and share equipment and resources *Self-Awareness Getting along / Playing and working together band 3*

Celebrate friendships and acts of kindness by making friends cards, drawing pictures and celebrating all achievements. All children *Self-Awareness Getting along / Playing and working together band 4*

To have fun playing with their friends and and try out a new ideas e.g. play chase games, running the bikes, playing ball games. *Self-Awareness Getting along / Playing and working together band 5*

Identify things that make us feel happy, during circle time expressing their feeling, choose their favourite songs or stories. To use a communication board to request an activity they like to take part in and to share this with their peers. *Managing Feelings - Identifying Feelings*
Children to use the worry monster and the hug monster to express their feelings. *Managing Feelings - Identifying Feelings*

Physical education.

To take part in swimming sessions, Forum Civic Centre.

For the children to hold on to the side of the pool and kick their legs fast and slow, adult support when needed or requested using verbal language or symbols. *Rock hopper band 1*

For the children to use floats in the water for a short period of time. *Rock hopper band 3*

For the children to develop their movement when taking part in rebound sessions. For the children to create simple shapes for example a star. Pencil using their bodies. *Band 5 PE curriculum - gymnastics and balance*

Monday redound. Tuesday walk in the community,. Wednesday swimming forum. Thursday shadow dance. Friday PE and enrichment dance.



Spring

Understanding and knowledge of the World

To look at different roles and responsibilities of people in our community that help us, e.g., firefighters, police, and doctors. *People and Communities Band Spring term police and doctors*

For the children to look at different animal and their habitats. To explore the different environment that they live in. *The World Curriculum Band 5*

For the children to plant seeds and care for growing plants, for the children to plant during forest sessions. *Band 5 Ashgate curriculum.*
Begin to understand the key features of the life cycle of a plant and an animal through the use of pictures, stories and songs. *Band 5 Ashgate curriculum*

For children to look at art work by L S Lowry. To create their own pieces of art work using a variety of colours and famous templates. *Art and design band 6 all children*

To create their own spring garden looking at the book Pippa and Pelle. *Art and design band 4 all children*

To make a dragon for Chinese New Year and create some Chinese dishes.

To make valentines day cards and cakes.

Playing games using instruments, for example fast and slow, quite and loud using symbols for the children to copy. *Creative and Expressive Arts - Music band 5*

Key dates

The week of the 12th of February will be a whole school focus week. We will be exploring different parts of PSHE and the spring term topic is "Managing Feelings."

The children will be taking part in a wide range of activities and we would like to invite you all in school to take part in one with your child. A letter will be sent home before just to remind you all.

February dates: 5-11 Children's Mental Health Week. 10th Chinese New Year, The Year of the Wood Dragon.

13th Pancake Day. 14th Valentines Day. 12th—15th PSHE week.

March dates: 1st St David's Day. 17th St Patrick's Day.
29th Good Friday and 31st Easter Sunday.



All year round Learning

Literacy

Looking at books answering questions using colourful semantics questions e.g. "where is the dog?"

Recognising name and picture DH & AP

Requesting a song or story using a sentence strip "I want...please Jane"

Requesting snack using a sentence strip "I want toast please Jane" Morning hello or verbal communication (repeating names, sharing feelings, days of the week.

Circle time

Music

Singing

Signing

Communication boards

Big Macs

Writing

Mark making, whiteboard and chalkboard

Over writing name

Matching letters of name

Writing sentences

Sequencing stories with pictures and words.

Numeracy

Matching numbers 1-5 1-10

Ordering numbers 1-5 1-10 1-20

Number counting addition and subtraction

Jigsaws 1-10 or 1-20 and above

Over writing numbers

Number activities

Counting songs

Posting shapes, posting activities

Shape jigsaws

Tracing shapes

Matching shapes

Identifying shapes by name

Sorting colours by grouping

Naming colours

More or less

Big and small

Measure small, medium and large

Money.

To make patterns and pictures using shapes.

PHSE

Forming new relationships

Understanding feeling and respecting others

To express themselves throughout the day using communication boards and symbols

Becoming more independent

Turn taking and sharing

Choosing own activities using communication aids PECs and Big Mac

Requesting a variety of foods at snack and dinner time

Following a hygiene routine brush teeth, washing hands and face.

Following the classroom routine using timetable and now and next board making choices

Respecting myself and others

NSPCC Pants

Coping with new environments

Road safety

Transitioning to different places.

Speech and language

Using AAC device to communicate

Big Macs

Communication boards

PECs

Words

Pictures

Sign language

Reading

Phonics

Following the speech and language plans written for each individual child by speech and language therapist.

Requesting

Answering questions

Asking questions

ELKAN and colourful semantics

Sequencing stories