



# CANARIES MEDIUM TERM PLANNING



Summer

April 2023



Article 29



unicef

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.



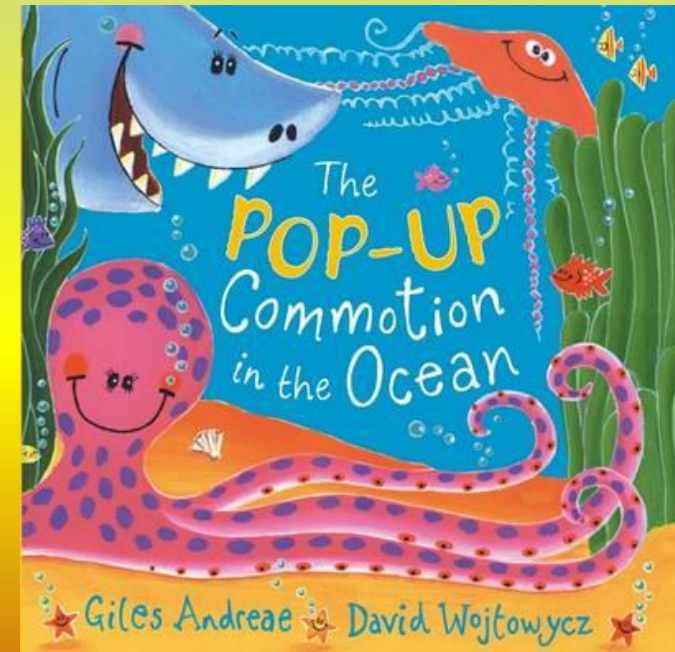
Summer



Topic

Caterpillar shoes

Commotion In The Ocean





# CANARIES MEDIUM TERM PLANNING

## Summer



### Communication and literacy

To follow verbal instructions and direction. *All children*

To use their words when requesting food, songs, stories, wants and needs. *JF & PN*

To request using a wide range of communicational aid, words, PECS, pictures and AAC device food, songs, stories, wants and needs. *DH & AB Reading curriculum Band 2 Reading band 4*

To use the interactive whiteboard to request stories and songs. *All children Reading curriculum Band 2*

To answer questions verbally or with symbols and pictures to support their communication when answering blank *level 1-2 DH & AP Naming and describing Elklan*

To answer questions verbally or with symbols, pictures and words to support their communication when answering blank *level 1-3 JF, PN and ZU, describing and re-telling Elklan reading band 4*

To explore a variety of different medias to make marks in role play activities e.g. creating signs and making on letters. *All children Ashgate writing curriculum Band 3*

To begin to use writing in a variety of situations during 'hello', snack time, group activities and during cookery sessions. *All children Ashgate writing curriculum Band 4 reading band 4*

To join in with action songs and copy some actions during stories and songs. *All children . All children Reading curriculum Band 3*

During story time to begin to make comments about the book to show awareness and understanding of what is happening in the story. *All children colourful semantics level 1, 2 and 3 Ashgate curriculum reading band 4*





# Summer

## Numeracy

## Space, shape and measure



To work in their workstations. Working on 3 or more activities. All children

Match objects to the right number. All children Ashgate curriculum numbers band 5

To match numbers 1-10 and 1-20 DH & AP Ashgate numbers

To sort objects that are the same into groups. Ashgate curriculum numbers band 3 all children.

To explore numbers on the interactive whiteboard using number programmes. All children. ICT in the world around us band three.

Using different containers, jugs and cup to fill, tip and pour. Children to use the correct terminology to describe what they are doing, verbally or using symbols. All children Ashgate curriculum band 3

To explore 3d shapes to make their own buildings and towers, using words "circle", "square" and "cube." Non verbal children to use pictures of shapes to help them describe what they are creating. All children Ashgate curriculum band 5

To put two sets of objects together and to tell you how many objects I have. All children Ashgate curriculum number band 6

To begin to recognise some coins, during snack time paying for items of foods. Or shopping at the local supermarket, buying ingredients for cookery. Ashgate curriculum shape, space and measure band 6 all children.

To find and group small, medium and big objects. Ashgate curriculum band 3



# Summer



## PHSE

To begin to understand that our bodies change and develop as we are getting older, looking at pictures and our reflection in the mirror to see how we are changing. *Ashgate curriculum knowledge and understanding living things. Equals 1.1a and 2,3 Growing and Changing. All children*

To understand how the body grows and changes during a lifetime. looking at different pictures of themselves from birth onwards. *Ashgate curriculum/ knowledge and understanding of life cycles and living things. Equals 2, 3 A Knowing how I am changing. All*

To understand the importance of keeping our bodies safe, looking at different clothing. Dressing and undressing dolls. looking at the PANTS rules. All

To talk and look at pictures of special people that we love and care for. *Ashgate curriculum Relationships and Matter Relationships . All children*

To interact with others and explore new situations when supported by a familiar person. To look at the different schools and classes that children will be attending in September. *Ashgate curriculum Making Relationships . All children*

For the children to be responsible and carry out small tasks in the classroom e.g., washing their cups and bowls after snack time. Cleaning up after themselves. *Ashgate curriculum self confidence band 5. All children.*



# Summer

## Understanding and knowledge of the world



To look at the foods we eat, grouping health and unhealth foods. *Ashgate curriculum The world band 6 All children*  
Children to prepare healthy foods and snacks. *Ashgate curriculum The world band 6 All children*  
Children to take part in an exercise plan to be delivered every morning eg walking, yoga, dance and P.E. *Ashgate curriculum The world band 6 All children*

To observe changes in plants and animals. Children to explore the forest and to look at the different changes e.g. trees and plants. *Ashgate curriculum the world band 3 all children*

For the children to check their plants and vegetables to record the progress using a iPad to take pictures. *Ashgate curriculum the world band 3 all children*

To understand how to treat living things with respect and kindness. For the children to watch and record butterflies growing and develop. *Ashgate curriculum the world and environment around me. Band 5 all children*

To begin to understand the changes in life cycles. Looking at themselves using pictures, labelling body parts *Ashgate curriculum CCL The world and environment around me band 6 all children.*

For the children to create their own nursery in the outside classroom. To grow plants and vegetables. *Ashgate curriculum CCL The world and environment around me band 6 all children.*

For the children to attend, trips in the local community and explore the different changes due to weather. For example looking at the trees, different plants and flowers. *Ashgate curriculum CCL The world and environment around me band 6 all children.*



# Summer

## Expressive arts



To explore different musical instruments. *Ashgate curriculum music . Band 4 all children*

Exploring sand and water

Creating under the sea creatures

Looking at hard and soft materials.

Making a 3D beach

Using body parts to create sea creatures.

Exploring shells and sounds.

Children to create their own octopus using sensory, ingredient.

Children to design their own ice creams.

*Ashgate curriculum art and design. All children*

Children create their own junk instruments from bottles, boxes, tubes and cardboard. *Ashgate curriculum music Band 4 All children*

The children to use their whole bodies to express themselves when listening to action songs. *Ashgate curriculum music Band 2 all children*

For the children to listen to action songs e.g. fast and slow and copy the actions at the right time. *Ashgate curriculum music Band 3 All children*

*Music sessions with Beth every Tuesday morning.*



# Summer

## physical development

Outside play, running climbing, bikes, ball games and chase games. *All children*

PE Tuesday morning. *All children*

Forest Tuesday afternoon *All children*

Elliott Roar Wednesday *All children*

Wednesday walking in the local community and shopping at the local supermarket *All children*

Thursday afternoon trips in the community walking on going on public transport. *All children*

Friday afternoon Yoga *All children*

## Key dates

Friday 21st April - Saturday 22nd April  
(dates may vary)

Kings coronation 6<sup>th</sup> May

Pride Week Monday 19th - 23rd June 2023

Fathers day 18<sup>th</sup> June





# CANARIES LONG TERM PLANNING

## 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 JF & PN  
Sequencing stories with pictures and words.

### Numeracy

Matching numbers 1-5 1-10  
Ordering numbers 1-5 1-10  
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 .

### 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

Big Macs  
Communication boards  
PECs  
Words  
Pictures  
Sign language  
Reading  
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