



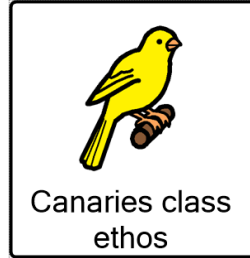
CANARIES MEDIUM TERM PLANNING SUMMER



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.





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.



Summer

Communication and literacy

For the children follow verbal instructions and direction. All children 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 match pictures to pictures to develop early literacy skills and turn taking. **Reading band 3**

To name objects in picture books using communication boards. Lamp device of symbols. **Reading band 3**

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**



Summer

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**

To order and say numbers using rhymes. For example 5 little ducks labelling ducks 1 to 5 in order. **Band 4**

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

To label the total of items being counted for example have objects or counters the children count them into tubs and place the right number on the tub 1-5. **Band 4**

Children to count objects into containers with the relevant numeral 1-20. **Band 7**

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

Shape, space and measure

Children to explore a range of sensory materials for example heavy and light objects. To use scales to identify what materials are heavy and light and group them using charts and symbols. **Band 3**

Children to take part in a number of games and session to understand the meaning to the term up and down. For example playing snakes and ladders. Taking part in dance sessions to learn how to move our bodies up and down e.g. Sticky kids song Stand up sit down. P.E sessions children to follow instructions climb up and jump down. **Band 3**

Children to identify objects long, tall and short and to group and name them or to use symbols to label them. For example children to compare their height, using different animals, fruits and vegetable. Children to complete worksheets. **Band 3**



Summer

To work on last terms targets and build relationships with peers.

PHSE

To prepare food during cookery sessions using different utensils and equipment. *Ashgate Curriculum independence and life skills RSE*

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.*

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

To understand who we need to ask for help when we are feeling frightened or in danger. Looking at different people and services that can support us. *. Ashgate curriculum Independence and life skills RSE Imatters Relationships.*

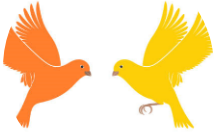
To show and express their own feelings and those of others, listen to stories from the worry monster. *band 4*

Physical development

Children to take part in daily exercise sessions e.g. wake up, yoga, dance and relaxation. *Healthy Lifestyles - Taking care of Phy Healthy Lifestyles - Taking care of Physical & Mental Health band 3*

Children to develop their gross motor skills, climbing up, and down using the agility table, ladders and other equipment during sessions in the local park. *Band 3*

Children to participate in a number of games during soft play. Listen to action songs and play games for example hide and seek. *PE curriculum.*



Summer

knowledge and understanding of the world.

To look at different roles and responsibilities of people in our community that help us, e.g., teachers and our families. People and Communities **Band 5 All children summer term teachers and families.**

To look at pictures of people that are important to them. to express their feelings using picture boards and communication boards. **Band 4**

To look at the foods we Eat, grouping health and unhealth foods. Ashgate curriculum **The world band 6**
Children to prepare healthily foods and snacks. Ashgate curriculum **The world band 6**

Children to explore their natural environment looking for plants and living creatures, children to use pictures and symbols to help them identify different plants and creatures and to listen to the story Mad about minibeast. **Band 3**

Creative arts

For the children to explore sensory materials to create their own artwork when collecting different objects from the forest. **Band 4 art and design all children**

Children to create their own tree using hand prints and other materials. **Band 3**

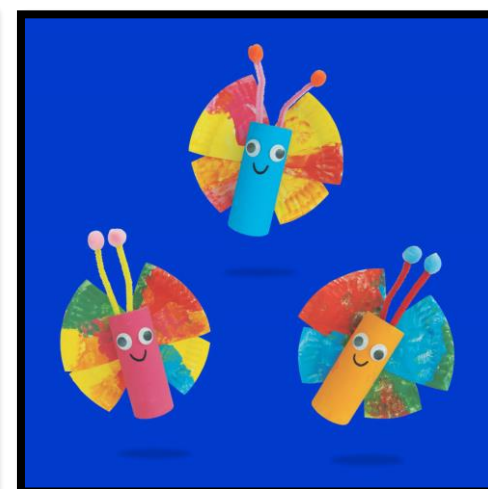
Children to design their own minibeast using different material for example boxes, plates and different shapes. Band 6

Children to create their own sounds by making their own musical instruments e.g. add rice to a bottle, makes rainmaker. **Band 4**



Creative arts

For the children to explore sensory materials to create their own artwork when collecting different objects from the forest. *Band 4 art and design all children*



All ideas are link to the Ashgate semi - formal curriculum and children's PPRs and IEPs
Autumn activities



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 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