

# Medium Term Planning

## Autumn 1

### Conversation Partner Key Learning Objectives

#### Communication & Language

1. Following exploration of animal toys/activities or equipment, the pupil is able to use their preferred communication system e.g. symbols, photos, signs, words to communicate what animal activity they want to engage in next.
2. Following regular modelling of key and /or topic vocabulary the pupil shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
3. Following regular modelling of key and /or topic vocabulary the pupil uses simple sentences (e.g. 'Dog gonna walk.')
4. Following regular opportunities to learn key routines and transitions, the pupil is able to follow directions using a blue strip.
5. Following regular modelling of key and /or topic vocabulary the pupil responds to simple instructions, e.g. to get or put away an object.
6. Following regular modelling with blue strips of familiar events, the pupil can retell a simple past event in correct order (e.g. went to zoo, saw tiger).

#### Personal, Social & Emotional

- 1 Understand the different between right and wrong when interacting with a range of animals - the pupil shows an understanding of how to behave around different animals and what is right and wrong in terms of caring for different animals.
- 2 Show care and concern for others and living things and their environment. The pupil displays understanding of how to adapt the environment to cater for the need of different animals
- 3 Show acceptance of the needs of other and show care and concern for others and living things. The pupil demonstrates an understanding regarding the feelings of others including their peers, adults and animals.
- 4 Consider the consequences of their actions for themselves and others - pupils start to show an understanding of their own personal safety and how their actions may impact on others wellbeing.
- 5 Act out an animal role play with at least one other pupil - pupils start to work with others to take part in activities such as role play, working co-operatively with less adult support or intervention.
- 6 Understand and follow rules to look after animals safely.

#### Physical

1. After adult modelling and exposure to different dance, movement and drama skills, the pupil creates a sequence of steps to mimic animal movements.
2. After frequent opportunities and access, the pupil chooses own physical activity and engages with it regularly (e.g. shooting hoops and keeping score)
3. After repeated practice and adult modelling, the pupil begins to take responsibility for own dressing and self-care with accuracy.
4. Following opportunities and exposure, the pupil uses fine and gross motor skills to complete a range of functional tasks e.g. unpacking pet food/emptying bags of feed/mucking out stables/throwing Frisbee for dog.
5. Following frequent opportunities, the pupil can play a team game e.g. table tennis with a small team and accept both winning and losing.
6. Following repeated opportunities to practice, the pupil can use tools or a preferred method (e.g. keyboard/touch screen) to write words, draw pictures or type purposefully.
7. Pupil starts to understand care routines for themselves and for others, including how to stay healthy and care for the body and mind.

#### Literacy

1. After reading on a daily basis 1:1 with a familiar adult, the pupil shows an interest the print and the pictures in books and in environmental print
2. After experience of a repertoire of core rhymes, songs and books, the pupil listens to and joins in with repeated refrains in stories, rhymes and songs
3. After experience of a repertoire of core rhymes and songs, the pupil continues a rhyming string using their preferred method of communication
4. After repeated exposure to their own name, the pupil recognises their own name (and their friend's name)
5. After frequent adult modelling, the pupil understand that information can be retrieved from books and tablets/phones/computers
6. After frequent adult modelling, the pupil begins to link sounds to letters

# ANIMALS

#### Maths

1. After adult modelling, peer modelling and play, the pupil demonstrates an understanding of the oneness of one, the twoness of two and the threeness of three
2. After adult modelling, peer modelling and play, the pupil shows an interest in representing numbers in different ways (e.g. numeral, corresponding number of symbols)
3. After adult modelling, peer modelling and play, the pupil experiments with grouping objects in different ways
4. After adult modelling, peer modelling and play, the pupil builds their own constructions and use some mathematical vocabulary to describe it
5. After adult modelling, peer modelling and play, the pupil can put together their own timetable for the morning or the afternoon and follow it
6. After adult modelling, peer modelling and play, the pupil is able to problem solve in a practical context, e.g. can restack the dishwasher so that everything fits, can find the correct number of utensils for laving the table

#### Understanding the World

1. After adult modelling, peer modelling and play, the pupil shows how a vet /vet nurse works with animals
2. After adult modelling, peer modelling and play, the pupil describes/represents a special occasion for them
3. After adult modelling, peer modelling and play, the pupil talks about animals and how they grow
4. After adult modelling, peer modelling and play, the pupil shows care and concern for animals
5. After daily use of technology, the pupil is able to use a search engine to locate a specific page and may begin to further navigate online e.g. to research animals/find favoured songs/nursery rhymes.
6. After developing community skills, the pupil is able to use functional technologies in the wider world e.g. a ticket machine or self-service machine.

#### Expressive Art & Design

1. After adult modelling, peer modelling and play, the pupil sings a few familiar animal songs/joins in with a few familiar animal songs
2. After adult modelling, peer modelling and play, the pupil constructs models including enclosures and towers
3. After adult modelling, peer modelling and play, the pupil selects tools and techniques in order to make a piece of 3D Art
4. After adult modelling, peer modelling and play, the pupil imitates several different rhythmic patterns using a variety of instruments
5. After adult modelling, peer modelling and play, the pupil builds a narrative using small world animal toys/soft animal toys
6. After adult modelling, peer modelling and play, the pupil takes part in a short drama with peers about a familiar narrative