

Medium Term Planning Autumn 1 Language Partner Key Learning Objectives

Communication & Language

1. Following exploration of animal toys/activities or equipment, the pupil is able to select a favourite animal toy/activity/equipment to explore further from a choice of at least two options using their preferred communication system e.g. symbols, photos, signs, words.
2. Following regular modelling of key and/or topic vocabulary the pupil begins to put two words together e.g. more cat.
3. Following regular modelling of key and/or topic vocabulary the pupil uses different types of everyday words (nouns, verbs and adjectives).
4. Following regular modelling of key and /or topic vocabulary the pupil develops understanding of simple concepts (e.g. big/little animal).
5. Following regular exposure to familiar and/or topic sounds the pupil recognises and responds to many familiar sounds.
6. Following regular opportunities to learn key routines and transitions, the pupil is able to listen and respond to simple key instructions.

Literacy

1. After reading a range of books and texts 1:1 with a familiar adult, the pupil looks at a favourite book/text by themselves
2. After exploring props linked to a story, the pupil matches a prop to a photo of the prop
3. After reading and exploring a familiar story, the pupil labels three pictures in a picture book with a symbol/word
4. After reading and exploring a familiar story, the pupil is able to answer a short 'wh' question with a short phrase/one word using their communication system
5. After regular and frequent sensory story sessions, the pupil is able to attend to a sensory story in a small group (2 or 3 pupils) for 2 mins
6. After reading and exploring a familiar story, the pupil uses a sound button/action/vocalisation to join in with repetitive text
7. After having experience of many different types of scripts and symbols, the pupil begins to mark make in a range of ways

Understanding the World

1. After reading and looking at photo books of themselves and their friends/families together with a trusted adult, the pupil shows interest in pictures and stories about themselves
2. After frequent adult modelling and play, the pupil starts to remember where objects belong (e.g. the cup goes back in the cupboard)
3. After frequent adult modelling and play, the pupil is able to fit two pieces of equipment together (e.g. putting the lid on a tin)
4. Following modelling and appropriate visual aids, the pupil can find the correct icon to open a specific app or piece of software.
5. After exposure to a range of technologies, the pupil begins to identify and use a variety of equipment appropriately e.g. take a photo of a bird using camera

Personal, Social & Emotional

1. Show care and concern for others – when taking part in role play or real life animal activity the pupil starts to show concern and care for animals. This may include asking how the animal is or what it is doing.
 2. Show awareness of the behavioural expectations when around animals. The pupils starts to show an understanding of how to be kind and gentle towards other living creatures and how to hold or touch them.
 3. Asking for help. The pupil starts to ask for help in a variety of contexts
 4. Ask questions about difference between animals. The pupil starts to recognise the differences between animal's e.g. male and female and different types of the same animal.
 5. Work and play co-operatively and take turn with others. The pupil starts to understand how to appropriately interact in small groups when taking part in games and activities.
 6. The pupil starts to develop confidence to try new activities showing independence, resilience and perseverance, this may include taking part in new experiences trips or school based visitor sessions
- Take part in caring for animals

ANIMALS

Physical

1. Following simple instructions and visual aids, the pupil begins to copy a single simple animal movement e.g. stomp like an elephant.
2. Following frequent opportunities, the pupil uses a sensory circuit as part of self-regulation and physical exercise.
3. Following regular opportunities and adult modelling, the pupil takes part in small group games (e.g. ball games/parachute games.)
4. Following adult modelling, the pupil develops balance skills e.g. pretending to be a flamingo on one leg. This can also be in Yoga beginning to copy some poses with modelling and support e.g. cow.
5. After regular opportunities and access, the pupil develops a preferred piece of apparatus/ play equipment and can use it with accuracy for both big and small movements.
6. After frequent modelling from adults, the pupil begins to make some meaningful marks using a range of tools. These may begin to represent words or pictures
7. After adult modelling and repeated opportunities to practice, the pupil can complete some elements of dressing and undressing independently and may begin to collaborate or initiate some self-care elements independently.

Maths

1. After frequent adult modelling and play, the pupil begins to group small world animals together by category (e.g. all the cows together)
2. After experience of hiding toy animals in different spaces, the pupil finds the 'odd one out', e.g. one toy animal hidden underneath lots of bricks
3. After frequent adult modelling with props, the pupil can take away one animal in a number rhyme, e.g. take one duck away in 'Five Little Ducks'
4. After frequent adult modelling and play, the pupil shows an interest in counting everyday objects, e.g. counting the number of buttons as the adult helps them to do up their coat
5. After frequent adult modelling and play, the pupil can fill up an everyday object, e.g. fill a jug with water; fill the washing machine, filling the wheelbarrow with soft toy animals
6. After frequent adult modelling, the pupil begins to understand 'before', 'later', 'soon' in the near past and future

Expressive Art & Design

1. After frequent adult modelling and play, the pupil begins to explore different sounds using simple percussion instruments
2. After frequent adult modelling and play, the pupil begins to experiment with different media (e.g. paint, chalk, building blocks)
3. After frequent adult modelling and play, the pupil begins to enact simple actions (e.g. feeding the toy dog)
4. After frequent adult modelling and play, the pupil begins to enact simple small world action (e.g. the cows are all going to sleep)
5. After frequent adult modelling and play, the pupil selects a favourite song/rhyme using a symbol/sign/picture/word/switch