

Medium Term Planning Spring 1

Conversation Partner Key Learning Objectives

Communication & Language

1. Following regular modelling of key and/or topic vocabulary the pupil can use and understand more complex emotion words
2. Following regular modelling, the pupil can understand why and how questions
3. Following regular modelling through play-based learning, the pupil can understand and use a variety of verb phrases through symbols, photos, words or signs
4. Following regular modelling of key and/or topic words the pupil can use words/symbols/signs to connect ideas and anticipate what might happen
5. Following regular modelling and engagement in play activities, the pupil can use vocabulary focused on people and objects that are of particular importance to them
6. Following regular modelling, the pupil shares intentions for joint attention e.g. greetings, requesting comfort, help, praise and empathy

Literacy

1. 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.
2. After experience of a repertoire of core rhymes, songs, stories and poetry, the pupil continues a rhyming or alliteration string using their preferred method of communication.
3. After repeated exposure to the written form of their own name and those of familiar people, the pupil can recognise these and attribute them to the correct person.
4. After frequent adult modelling, the pupil understands that information can be retrieved from books/magazines/computers and can answer a 'wh' question (who, what, doing, what, where) based on the text.
5. After frequent adult modelling, the pupil begins to link sounds to letters for both reading and writing (including AAC use)
6. After frequent adult modelling, the pupil begins to blend and read some CVC words.
7. After frequent adult modelling, the pupil understands that writing can be used in different functional contexts. The pupil begins to use writing in contexts such as writing a shopping list, writing a letter, or making a note from a telephone call or in a diary.

Understanding the World

1. After adult modelling, peer modelling and play, the pupil can recognise coloured information and warning signs (e.g. red and green lights at a pelican crossing; black and white stripes on a zebra crossing etc.)
2. After adult modelling, peer modelling and play, the pupil can describe and act out the Hindu Holi Colour Festival.
3. After adult modelling, peer modelling and play, the pupil talks about colours associated with Spring
4. Following modeling by staff, pupils are able to plant seeds or bulbs of different coloured plants and watch them grow
5. After daily use of technology, the pupil is able to use a search engine on an iPad to locate a specific page and may begin to further navigate online (e.g. to research different national flags)
6. After frequent modelling, pupils can describe what happens when white light passes through a triangular glass prism
7. After frequent modelling and play, pupils can sort items by the materials from which they are made (e.g. plastic, wood, metal)

Personal, Social & Emotional

- 1 Understand the different between right and wrong when interacting with others - the pupil shows an understanding of how to behave around others and what is right and wrong in terms of appropriate behaviour. Pupils to take part in Colourscape experience, working to interact appropriately with the visitors.
- 2 Show care and concern for others and living things and their environment. The pupils starts to show an understanding of what is necessary to care for the immediate environment.
- 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 and other adults. Pupils work to communicate the colours of their feelings
- 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. Pupils start to think about the consequences of their actions based on their feelings and what they could do to self-regulate.
- 5 Act out 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 themselves and keep themselves safe. Where possible pupils start to take part in community visits working to keep themselves safe and following safety instructions and social rules when in the community

Colour

Expressive Art & Design

1. After adult modelling, peer modelling and play, the pupil sings a few familiar songs about colours joins in with a few familiar songs and actions.
2. After adult modelling, peer modelling and play, the pupil uses colour and colour mixing in their own artwork.
3. After adult modelling, peer modelling and play, pupils create a collaborative piece of art, sharing ideas and resources (e.g. making a colour den together)
4. After adult modelling, peer modelling and play, the pupil imitate simple rhythmic patterns of sounds using different dynamics (loud/ quiet) or tempo (fast/slow) using movement or instruments.
5. After adult modelling, peer modelling and play, the pupil builds a narrative using small world such as dolls and dolls house.
6. After adult modelling, peer modelling and play, the pupil takes part in a short drama with peers about a familiar narrative.

Physical

1. After adult modelling and repeated exposure, the pupil can use a piece of equipment to isolate a specific physical skill e.g. a bat, tee or goal (or directs another how to use.)
2. After frequent opportunities and access, the pupil recognises what they might need to support them in different physical activities e.g. a bottle of water/ sports shoes/ step counter / towel/Walker.
3. After repeated practice and adult modelling, the pupil begins to take responsibility for own dressing and self-care with increased accuracy.
4. Following adult modelling the pupil can join in with a range of colour themed games e.g. running to different coloured discs when a colour is called or throwing or rolling coloured balls into tubs.
5. Following frequent opportunities, the pupil engages in a range of self-care and wellbeing activities e.g. choosing different coloured nail polishes, choosing a hand massage, engaging in yoga or a breathing exercises.
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. Following repeated opportunities to practice, the pupil can use fine and gross motor skills to handle or sort functional items by colour e.g. washing by colours/whites and darks.

Maths

1. After frequent modelling, a small number of objects from a group when asked, for example, 'please give me three', 'please give me seven.'
2. After frequent modelling, pupils will copy and or continue a complex colour patterns ie blue, red red, green.
3. After adult modelling, pupil to solve a simple addition or subtraction problem.
4. After frequent adult modelling, pupil to group objects by function ie. What belongs in the kitchen?
5. After frequent modeling, use mathematical language to describe objects in their environment.
6. After frequent adult modelling, pupil's will measure using informal units (ie playdough using cups.)
7. After adult modelling, peer modelling and play, the pupil is able to problem solve in a practical context.