

## Medium Term Planning Spring 1

### Language Partner Key Learning Objectives

#### Communication & Language

1. Following regular exposure to a range of stories and songs, the pupil can try to join in with actions in rhyme.
2. Following regular modelling, the pupil can understand and use symbols to request help and/or other actions
3. Following regular modelling of key and/or topic vocabulary the pupil can begin to understand 2-word sentences
4. Following regular opportunities to take part in play-based activities, the pupil can comment on actions, events or objects.
5. Following regular modelling of key and/or topic vocabulary the pupil can use at least 5-10 words/symbols/signs independently
6. Following regular modeling, the pupil can use language strategies to request a regulating activity or input.

#### 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 frequent adult modelling, the pupil is able to use pictures, symbols or signs to label a familiar activity in their class continuous provision.
5. 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.
6. 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.
7. After reading and exploring a familiar story, the pupil uses a sound button/action/vocalisation to join in with repetitive text.
8. After having experience of many different types of scripts and symbols, the pupil begins to mark make in a range of ways

#### Personal, Social & Emotional

1. Show care and concern for others – when taking part in role play or real life activity the pupil starts to show concern and care for others. This may include asking how a peer is or what it is doing. Pupils start to think about the colours of others feeling, based on the zones of regulations
- 2 Show awareness of the behavioural expectations when around others. The pupils starts to show an understanding of how to be kind and gentle towards others and how to appropriately interact with them.
- 3 Asking for help. The pupil starts to ask for help in a variety of contexts
- 4 Ask questions about difference between themselves and others. The pupil starts to recognise the differences between boys and girls
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 – pupils to take part in the Colourscape experience.

## Colour

#### Physical

1. Following frequent opportunities, the pupil engages consistently with a daily physical activity e.g. sensory circuit/physiotherapy/climbing outdoor equipment/rebound.
2. Following simple instructions the pupil uses a range of big and small movements to travel around School or in the community.
3. Following regular opportunities and adult modelling, the pupil takes part in colour themed games in small groups e.g. rolling coloured balls.
4. Following repeated exposure the pupil builds different items during continuous provision using their fine motor skills.
5. After regular opportunities the pupil begins to sort different coloured or textured functional items using their fine motor skills e.g. coloured cutlery and crockery or laundry.
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 based on colour or pattern.
2. After experience of looking at different art works, materials etc, the pupil noticed simple shapes and patterns in pictures.
3. After frequent modelling, pupils will start to make one-step colour patterns. ie blue, red blue.
4. Following regular opportunities, children can identify colours in their environments and surroundings.
5. After frequent modelling, children can play a simple colour matching game.
6. Anticipates specific time-based events such as mealtimes or home time.
7. After frequent modelling, identifying one and lots.

#### Understanding the World

1. After frequent adult modelling and play, the pupil is able to put two piece jigsaws of matching colours together
2. After frequent modelling and play, pupils can use an iPad app to draw a line with their finger
3. After frequent adult modelling and play, the pupil starts to sort similar toys into their different colours (eg red and yellow cars or green and orange dinosaurs)
4. After frequent modelling and play, pupils will begin to identify clothing appropriate for different kinds of weather.
5. Following frequent opportunities to practice the skill, pupils will begin to choose a peer or member of staff to work with from a photo choice

#### Expressive Art & Design

1. After frequent adult modelling and play, the pupil begins to explore different movements and sounds using their bodies, scarves or percussion.
2. After frequent adult modelling and play, the pupil begins to use own ideas to experiment with different media (including colour mixing and exploring joining materials together)
3. After frequent adult modelling and play, the pupil begin to enact simple actions (e.g. Making a phone call, using a till, brushing hair )
4. After frequent adult modelling and play, the pupil begins to enact simple small world action (e.g.. gardening, dolls house)
5. After frequent adult modelling and play, the pupil selects a favourite colour song/ sound/rhyme using a symbol/sign/picture/word/switch.