

## Numeracy, Cognition and Computing

### Number

- to begin answering equations involving + and – using visuals/concrete objects to aid (*Ashgate Curriculum, Band 7*)
- to begin to count in multiples of 10 (*Ashgate Curriculum, Band 7*)
- to begin to understand sharing into equal groups (*Ashgate Curriculum, Band 7*)
- to be able to say whether there are more/less of an object (*Ashgate curriculum, Band 5*)
- to be able to say what is “one more” or “one less” of a number up to 10. (*Ashgate curriculum, Band 6*)
- to answer multiplication questions (*National Curriculum*)
- to explore money and begin to add up it’s value using Happy Cafe

### Shape, space and Measure

- To develop prepositional language: (*Ashgate Curriculum, Band 5*)
- I can use words like “next” and “in-between” to describe where things are (*Ashgate Curriculum, Band 5*)
- I can respond to ‘forwards’ and ‘backwards’ (*Ashgate Curriculum – Band 4*)
- to begin to tell the time to o’clock, half past the hour (*Ashgate Curriculum, Band 5*) and quarter to/past (*Ashgate Curriculum, Band x*)
- to begin to use the clock to tell what time of day it is/what’s happening at school (*Ashgate curriculum, Band 7*)
- to explore volume of objects and use “full”, “half-full”, “nearly full” etc... (*Ashgate Curriculum, Band 5*)
- to be able to say whether an object can hold more or less capacity (*Ashgate Curriculum, Band 6*)

### Computing – Internet Safety Day (6<sup>th</sup> Feb)

- To use technology throughout the curriculum to aid my learning
- To use a keyboard to help type my sentences
- Creating, storing and retrieving data
- To find information on the internet with support (*Ashgate Curriculum, Band 5*) and discuss why we need adults to support us (*Ashgate Curriculum, Band 6*)

## Medium Term Plan

### Spring Term – Transport

Spring 1 (6 weeks)

Spring 2 (5 weeks)

### Related Books:

We All Go Travelling By – Barefoot Books

Journey Home from Grandpas – Barefoot Books

### Physical Development

#### Swimming (*Ashgate Curriculum, Band 4-6*)

- To move their body in different ways.
- To use gross motor skills to help me learn how to swim.
- To be confident in the water.
- To be involved in physical activity.

#### Soft Play/ Swings (*Ashgate Curriculum, Band 5 – NC Level 1*)

- To move their body in different ways.
- To play and share with their friends.
- To develop their growth motor skills.
- To develop their balance.
- To be involved in physical activity.

#### Wythenshawe Bikes

- To begin to learn to ride a bike independently
- Practise balancing skills

We use ELKLAN Blank Level questioning, Project Core, Attention Autism throughout the curriculum for our learning to aid deeper understanding, more communication and to help grasp our attention.

## Communication and Literacy

### Reading/ Phonics - World Book Day 7<sup>th</sup> March

Sits and looks at a big book/ listens to a story as part of a group (*Ashgate Curriculum – Band 4*)

Copies adult saying some phonemes (*Ashgate Curriculum*)

To be able to name phonemes in Phase 2 (*Ashgate Curriculum, Band 5/6*) or Phase 3 (*Ashgate Curriculum, Band 7*)

Looks for specific objects in a book (*Ashgate Curriculum*)

To take part in guided reading sessions (*Ashgate Curriculum, Band 5*)

Names objects in picture books (*Ashgate Curriculum, Band 4*)

To sequence a simple story (*Ashgate Curriculum, Band 4-6*)

To develop oral blending and segmenting (*Ashgate Curriculum, Band 5*)

Comments on a story (*Ashgate Curriculum, Band 4*)

Answers questions about the story. Talk about the places and people in stories and important things that are happening. (*Ashgate Curriculum, Band 5*)

### Writing

To be able to trace shapes, letters and write over adult writing. (*Ashgate Curriculum, Band 3*)

To be able to copy letters or words from the environment/ use of whiteboard. (*Ashgate Curriculum, Band 4*)

To begin to attempt to write words independently that are not my name (*Ashgate Curriculum, Band 5*)

I can use letter sound knowledge in writing. (*Ashgate Curriculum, Band 6*)

I can compose a simple sentence with adult support. (*Ashgate Curriculum, Band 6*) and some sentences independently

To develop their fine motor skills through a range of activities.

### Speaking and Listening

To take part in Weekend News and speak about key events of my weekend (with pictures to support)

## Knowledge and Understanding of the World

### Science

- To take part in various science experiments and observe changes including forces such as push, pull, fast, slow etc... *(Ashgate Curriculum, Band 5)*
- To identify modes of transport *(Ashgate Curriculum, Band 4)* and classify them by features *(Ashgate Curriculum, Band 6)*
- To make simple predictions *(Ashgate Curriculum, Band 6)*

British Science Week (8th - 17th March)

### Geography

- Identify different ways to transport around the local area *(Ashgate Curriculum, Band 4)*
- Identify key features close to where they live (including transport) *(Ashgate Curriculum, Band 5)*

### History

- To explain what happened in the near past (i.e. weekend news) *(Ashgate Curriculum, Band 5)*
- To talk about special events and how we celebrate them *(Ashgate Curriculum, Band 5)*
- To learn about transport in the past and how it is now *(Ashgate Curriculum, Band 6)*

Minibus trip: 25<sup>th</sup> March

Trips to visit different places, locating different transport (such as the airport, trams, buses etc...)

Chinese New Year (10th Feb)  
Holi Festival (24th March)

## Creative and Expressive Arts

### Art and Cooking

To use a range of different materials to create art work with purpose. *(Ashgate Curriculum, Band 5)*  
To independently create a range of artwork related to our topic (Transport) *(Ashgate Curriculum, Band 5)*

To follow a modelled activity *(Ashgate Curriculum, Band 4)*.

To develop their fine motor skills and develop their skills using scissors *(Ashgate Curriculum, Band 4/5)*.

To create art work linking to different celebrations. (Halloween, Bonfire Night and Christmas) *(Ashgate Curriculum, Band 4/5)*

### Music

To actively take part in music sessions *(Ashgate Curriculum, Band 4)*

To copy patterns *(Ashgate Curriculum, Band 4/5)*

To play instruments *(Ashgate Curriculum, Band 5/6)*

**Music with Andy throughout the Spring Term.**

## PSHE/RSE (Managing Feelings and Behaviour/Independence and Life Skills, Staying Safe Out of School) February LGBT+ History month.

To develop their independence.

- Putting on their coats
- Putting on their shoes
- Dressing independently after swimming (as much as possible)
- Helping to take care of their cleanliness/hygiene (with cleaning teeth, washing hands, body care, brushing hair etc... *(Ashgate Curriculum, Band 5/6)*
- To carry out jobs around the school and in the classroom *(Ashgate Curriculum, Band 3/4)*
- To follow our classroom expectations. *(Ashgate Curriculum, Band 4/5)*
- To explore and place faces on the feelings tree throughout the day- happy, sad, angry and tired. *(Ashgate Curriculum, Band 5)*
- To discuss our different emotions and how we can support each other. *(Ashgate Curriculum, Band 5)*
- To learn about friendship, sharing and what makes a good friend. *(Ashgate Curriculum, Band 5)*
- To take part in trips in the community and learn about how to behave in a variety of places *(Ashgate Curriculum, Band 4)*
- To be able to explain briefly why some activities are safe and others are not *(Ashgate Curriculum, Band 5)* including when out in the community