

Numeracy, Cognition and Computing

Number

- to answer equations involving + and – using visuals/concrete objects to (*Ashgate Curriculum, Band 7*)
- to add two sets of objects together (*Ashgate Curriculum, Band 6*)
- to begin to count in multiples of 10 (*Ashgate Curriculum, Band 7*)
- 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 explore money and begin to add up it’s value using Happy Café with 1ps (*Ashgate Curriculum, Band 5*) and 2ps or various coins up to £1 (*Ashgate Curriculum, Band 6*)

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*)
- to tell the time to o’clock, half past the hour ((*Ashgate Curriculum, Band 5*) and quarter to/past (*Ashgate Curriculum, Band 6*) .
- 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/estimate whether an object can hold more or less capacity (*Ashgate Curriculum, Band 6*)
- to be able to say/estimate whether something will be faster/slower (*Ashgate Curriculum, Band 6*)
- To be able to measure time using simple methods such as timers with adult support (*Ashgate Curriculum, Band 5*)

Computing –

- To use technology throughout the curriculum to aid my learning
- To use a keyboard to help type my sentences
- To take photographs using the camera on the iPad to present my work.
- 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

Summer Term – Sports/The Olympics

Summer 1 (6 weeks)

Summer 2 (7 ½ weeks)

Related Books:

When I Grow Up: Sports Heroes – By DK and Lucy Steele
Ready, Steady, Go - Mo Farah & Kes Gray & Marta Kissi
The Frog Olympics – Brian Moses and Amy Husband

Physical Development

P.E with Elliot (*Ashgate Curriculum, Band 4-6*)

- To move their body and use gross motor skills in different ways.
- To be involved in physical activity.
- To practise my balance skills.
- To practise my throwing, catching, kicking and aiming skills.

Shadow Dance with Lucy

- To move their body in different ways.
- Practise balancing skills

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.

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 - Non-Fiction Texts

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, Band 5*)

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

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

Answer Blank Level 2 Questions (*Ashgate Curriculum, Band 5*) or Blank Level 3 Questions (*Ashgate Curriculum, Band 6*)

To sequence a simple story (*Ashgate Curriculum, Band 5/6*)

To develop oral blending and segmenting (*Ashgate Curriculum, Band 5/6*)

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 (ALL)

Science

- To take part in various science experiments and begin timing my friends speed when taking part in Physical Activity (*Ashgate Curriculum, Band 5*)
- To name what is faster/slower (*Ashgate Curriculum, Band 4*) and make simple predictions (*Ashgate Curriculum, Band 6*)
- To learn about healthy bodies (*Ashgate Curriculum, Band 6/7*)

Geography

- To learn about where the Olympic games are held and learn about the community in Paris (*Ashgate Curriculum, Band 6*)
- Use a map to locate places around the world (*Ashgate curriculum, Band 6*)
- 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 the Olympics in the past, how sport has changed and how it is now (*Ashgate Curriculum, Band 6*)

Visits to local parks, **Etihad Stadium** or similar.

Creative and Expressive Arts (ALL)

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 (Olympics) (*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*)

PSHE/RSE (Self-confidence and self-awareness and Health growth and change (including the changes that happen during puberty) (ALL)

- To develop their independence.
- Putting on and zipping up their coats
- Putting on their shoes independently
- 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 more independently or with a friend (*Ashgate Curriculum, Band 4/5*)
- 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 learn about friendship, sharing and what makes a good friend. (*Ashgate Curriculum, Band 5*)
- 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
- To learn about the changes in my body and how to take care of myself (*Ashgate Curriculum, Band 6*) **inc. puberty**
- To be able to share with my friends my likes/dislikes (*Ashgate Curriculum, Band 6*)