

# Swans

## Spring

### Medium Term Plan

### Semi Formal Curriculum



# Communication and Literacy

## Communication

- To participate in morning hello.
- To exchange symbols at snack time.
- To trial a LAMP device to communicate wants and needs.
- To engage with Attention Autism Bucket.
- To answer Blank level one questions when given a choice of 2 answers which are correct and incorrect and level two questions.
- To communicate wants and needs e.g. toilet.
- To repeat, copy or imitate single words, signs or phrases.
- To indicate 'yes' or 'no' to indicate a need or preference.
- To use the core vocabulary 'more' and 'finished'.
- To carry out simple prepositions.
- To use sounds in play.

## Reading

- Weekly Sensory story sessions.
- To listen to a story as part of a group.
- To open a book and explore what is inside.
- Phonics (All) – three times per week.
- Level 2 reading books sent home to all children in the class.
- Guided reading once per week.
- Reading for pleasure book sent home once per week.
- To engage and respond to a literacy experience with, shared attention, recall and anticipation, purposeful behaviour, interest and excitement, contrasting moods, increased engagement, enjoyment and motivation.
- To read own timetable / words.
- To listen and attend to a sensory story and join in with the words and actions (rhythmic).
- To attempt to read other words in the environment.
- To recognise initial sounds in familiar nouns.
- To attempt to read back own emergent writing.
- To play lotto games on a 1-1 basis with an adult.
- To show some awareness of rhyme and alliteration by engaging with and responding to rhyming books.
- To show a preference for a certain story when given a choice of 3.
- To recognise different symbols and recognise what he is going to do.

## Fine motor and Writing

- To explore mark marking.
- To imitate or repeat single words, signs or symbols.
- To overwrite and make own marks.
- To teach them the process of writing their name.
- Teach the initial letter of name.
- Match letters of the name using Velcro.
- Use letter beads to thread letters in order.
- To develop letter size.
- To copy letters and words from the environment.
- To point to and add text on a screen.
- To group letters in word blocks.
- To copy underneath from left to right.
- To write simple sentences.
- To read what I have written.
- To write his first name.
- To understand that marks convey meaning.
- To hold a writing implement with increasing control.
- To interpret own marks.
- To write own marks in or about piece of work.
- To use a variety of media to explore mark-making watches as marks appear on paper.

# Knowledge and Understanding of the World

## The World – Materials and Change

- To notice the effects of my actions when interacting with objects in the world around me.
- To understand the effects my actions, have when interacting with resources.
- To begin to understand that objects can be used for a specific purpose.
- To talk about places and people that are familiar to them.
- To talk about the similarities and differences in the world around them.
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## Peoples and Communities- My Family

- To share weekend news and use it as a stimulus.
- To be curious about people and show interest in stories about people, animals or objects that they are familiar with or which fascinates them.
- To talk about people and times that are special to the children and their family and friends, e.g. remembering a party that had fireworks and bangs.
- To explore the natural world around them using a total communication approach.

# Cognition and Numeracy

- To have exposure to technology and to begin to make connections.
- To explore objects.
- To show some enjoyment of action rhymes and songs.
- To sort toys and objects so all the same ones are together.
- To order / say numbers in order.
- To rote count numbers.
- To recognise big things and small things in meaningful contexts
- To use an object of reference for the toilet.
- To participate in shape songs and explore them.
- I can demonstrate interest in position and the relationship between objects.
- To request toys and items out of site.
- To sort a collection of objects so that ones that are the same shape or size are altogether.
- To find 'big' and 'small' objects.
- I can recognise big things and small things in meaningful contexts.
- To give you the right number of objects from a collection when I say "one", "two" or present a gesture/visual.
- I can tell you which basket or bucket has got "more" or "less" things in.
- I can put two sets of objects together and tell you how many things I have altogether.
- I can search for objects not found in their usual place, demonstrating their understanding of object permanence.
- I can put the shape pieces into a jigsaw board or shape sorter.
- To have exposure to technology and to begin to make connections.
- To explore technology through play
- To explore technology in school.
- To computing throughout the curriculum (i.e. apps for learning, cause and effect, stories, mark making all)
- To show a developing interest in numerals in the environment.
- When I am playing with my toys or singing songs, I will say some number names.
- To say and order numbers beyond 20.

# Creative and Expressive Arts and Sensory play

## Music

- To explore the 3 areas of music not just performance.
- To experience live and recorded music.
- To experience rhymes and songs, demonstrating listening by trying to join in with actions or vocalisations.
- Listen with interest to the noises adults make – showing an increase in focus, concentrating on the leading adult for most of a song.
- To move her body in different ways to a range of live and recorded music.

## Art

- To experiment with blocks, colours and marks.
- To explore and experiment with a range of media through sensory exploration and using whole body.
- To notice and is interested in the effects of making movements which leave marks.
- To show an intention to create.
- To show an active interest in a range of tools and materials during creative table top activities.
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# Knowledge and Understanding of the World

## Through time and Space

- To identify special people.
- To show an awareness of different dinosaur habitats.
- To explore habitats.

# Cognition and Numeracy

## Addition and Subtraction (more and less)

- To develop language “*more*” and “*lots*” to describe amounts of objects.
- I can show you which group of objects, toys or plate of food has “*more*”.
- To build on their understanding as they explore the change structure of addition (augmentation) by adding more.
- To see props becoming more/less and to use visual numbers to aid her learning and counting.

## Length, Capacity and Volume

- To use an object of interest to recognise 1 and 2.
- To make objects of different lengths using dough.
- To share concrete objects equally so that they each have 3, 4, 5.
- From a choice of 2, children can find the object which is lighter/heavier.
- To say that an object is long and not long and short and not short.
- To explore in the classroom e.g. interactive whiteboard.
- I can show you which group of objects, toys or plate of food has “*more*”.
- Develop language “*more*” and “*lots*” to describe amounts of objects.
- To see the props becoming more/less and to use visual numbers to aid learning and counting 2.

# Creative and Expressive Arts and Sensory play

- To develop an awareness of colour by mixing different colours.
- To mix different paint colours to create abstract work.
- To make marks intentionally on a surface other than the IWB using fingers or tools.
- To request songs and engage with them.
- To repeat actions that have an effect.



## PH+RSE

### Independence and Life Skills

- To get dressed and undressed for swimming.
- To request and use the toilet by using an object of reference.
- To travel on an offsite visit to the local shops.

### Managing feelings and behaviour

- To ask for 'help' using a total communication approach.
- To explore facial expressions.

### Relationships

- To share my play space.
- To develop self- confidence to seek help from a familiar adult.
- To explore new toys and environments independently, when I know with a familiar adult nearby for reassurance.
- To accept other children within my play space.
- To label emotions by talking to them about their own feelings and those of others.
- To label emotions.
- To label emotions happy and sad.
- To develop understanding of frustration and anger if things don't go her way Indicating what has caused her to be upset.

## Physical Education

- To show enjoyment of being in the water.
- To lie on his back or front with adult support and be towed around the pool.
- To learn and practice both the underarm and overarm throwing techniques.
- To learn catching skills.
- To roll from back to front and return to the back in the pool.
- To move through the water on the front or back for 5 metres with a floatation aid.
- To master the catching technique.
- To learn and practice both the underarm and overarm throwing techniques.
- To move through the water on her / his front.
- To float with a piece of equipment for 10 seconds.
- To throw an object towards a target.
- To move on her front or float in the water for up to 5 metres.
- To practice the flutter kick to provide lift with a prompt.
- To vary the distance and ball size when mastering catching skills.
- To move across the pool or swim 5 metres on the front, roll onto the back and float.
- To move limbs in response to the actions of an adult.

- To take part in and learn a range of movements and catching skills.
- To float on his back for 10 seconds.
- To move through the water using any style for 10 metres.
- To attempt to stack objects.
- To attempt to move a large ball.
- To move around the room with purpose during Shadow Dance sessions supported by an adult.
- To respond and move authentically to a variety of dance props e.g. the scarves when modelled by an adult.
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