
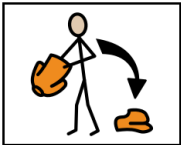

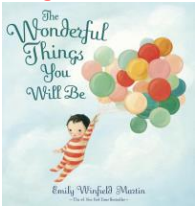
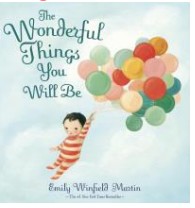
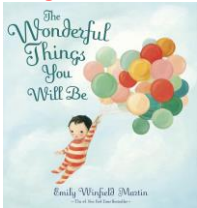
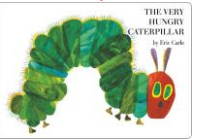
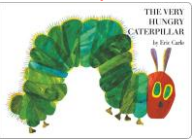
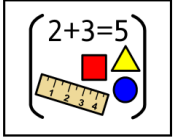









**Halesbury School**  
**Medium Term Planning – Spring 2**

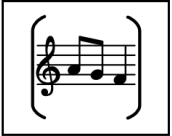


<b>Class:</b>		<b>Meerkat</b> 		<b>Topic:</b> <b>Growth and Change</b>		
<b>Area of Learning</b>		<b>Week 1</b> Date: 23.02.26	<b>Week 2</b> Date: 02.03.26	<b>Week 3</b> Date: 09.03.26	<b>Week 4</b> Date: 16.03.26	<b>Week 5</b> Date: 23.03.26
<b>Independent Living</b>	<b>My Independence</b> 	<p><b>Topic:</b> Dressing and Undressing</p> <p><b>Focus:</b> Putting on coats</p> <p><b>Skill:</b> Understanding environmental scenarios <b>(C&amp;L – U 1-3)</b></p> <p><b>(U R2)</b> Is developing the ability to follow others' body language, including pointing and gesture.</p> <p><b>(TW R2)</b> Closely observes what animals, people and vehicles do</p> <p><b>(U R3)</b> Understands different situations - able to follow routine events and activities using nonverbal cues</p>	<p><b>Topic:</b> Dressing and Undressing</p> <p><b>Focus:</b> Putting on socks</p> <p><b>Skill:</b> Understanding environmental scenarios <b>(C&amp;L – U 1-3)</b></p> <p><b>(U R2)</b> Is developing the ability to follow others' body language, including pointing and gesture.</p> <p><b>(TW R2)</b> Closely observes what animals, people and vehicles do</p> <p><b>(U R3)</b> Understands different situations - able to follow routine events and activities using nonverbal cues</p>	<p><b>Topic:</b> Dressing and Undressing</p> <p><b>Focus:</b> Putting on shoes</p> <p><b>Skill:</b> Understanding environmental scenarios <b>(C&amp;L – U 1-3)</b></p> <p><b>(U R2)</b> Is developing the ability to follow others' body language, including pointing and gesture.</p> <p><b>(TW R2)</b> Closely observes what animals, people and vehicles do</p> <p><b>(U R3)</b> Understands different situations - able to follow routine events and activities using nonverbal cues</p>	<p><b>Topic:</b> Dressing and Undressing</p> <p><b>Focus:</b> Pulling down and up trousers when changing</p> <p><b>Skill:</b> Understanding environmental scenarios <b>(C&amp;L – U 1-3)</b></p> <p><b>(U R2)</b> Is developing the ability to follow others' body language, including pointing and gesture.</p> <p><b>(TW R2)</b> Closely observes what animals, people and vehicles do</p> <p><b>(U R3)</b> Understands different situations - able to follow routine events</p>	<p><b>Topic:</b> Dressing and Undressing</p> <p><b>Focus:</b> Dress up clothes - exploring</p> <p><b>Skill:</b> Understanding environmental scenarios <b>(C&amp;L – U 1-3)</b></p> <p><b>(U R2)</b> Is developing the ability to follow others' body language, including pointing and gesture.</p> <p><b>(TW R2)</b> Closely observes what animals, people and vehicles do</p> <p><b>(U R3)</b> Understands different situations - able to follow routine events</p>






					and activities using nonverbal cues	and activities using nonverbal cues
	<p><b>Cooking</b></p> 	<p><b>Topic:</b> Breakfast</p> <p><b>Activity:</b> Pancake decorating</p> <p><b>Skill: (Range 1-3 PD)</b> Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p><b>(PD2)</b> Manipulates objects using hands singly and together.</p> <p><b>(CwM R2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of their action on materials and resources</p>	<p><b>Topic:</b> Breakfast</p> <p><b>Activity:</b> Cereal messy play - tuff tray</p> <p><b>Skill: (Range 1-3 PD)</b> Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p><b>(PD2)</b> Manipulates objects using hands singly and together.</p> <p><b>(CwM R2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of</p>	<p><b>Topic:</b> Breakfast</p> <p><b>Activity:</b> Spreading butter on toast</p> <p><b>Skill: (Range 1-3 PD)</b> Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p><b>(PD2)</b> Manipulates objects using hands singly and together.</p> <p><b>(CwM R2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of their action on materials and resources</p>	<p><b>Topic:</b> Breakfast</p> <p><b>Activity:</b> Fruit tuff tray - exploring the properties of different fruits</p> <p><b>Skill: (Range 1-3 PD)</b> Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p><b>(PD2)</b> Manipulates objects using hands singly and together.</p> <p><b>(CwM R2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of</p>	<p><b>Topic:</b> Breakfast</p> <p><b>Activity:</b> Making fruit smoothies</p> <div data-bbox="1798 406 2024 584" style="border: 1px solid black; padding: 5px;"> <p>1 cup frozen strawberries          ½ cup frozen raspberries          ½ cup frozen blueberries          ½ medium banana*          ¼ cup plain Greek yogurt*          ¾ cup unsweetened almond milk, or other nondairy or dairy milk</p> </div> <p><b>Skill: (Range 1-3 PD)</b> Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p><b>(PD2)</b> Manipulates objects using hands singly and together.</p> <p><b>(CwM R2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of</p>


			their action on materials and resources		their action on materials and resources	Notices and becomes interested in the transformative effect of their action on materials and resources
Education + Employment	<p><b>Communicati on and Language</b></p> 	<p><b>Topic:</b> Growth and Change</p> <p>Story: <b>The Wonderful Things You Will Be</b></p>  <p>STAR Targets in Writing, Reading, Speaking and Listening</p>	<p><b>Topic:</b> Growth and Change</p> <p>Story: <b>The Wonderful Things You Will Be</b></p>  <p>STAR Targets in Writing, Reading, Speaking and Listening</p>	<p><b>Topic:</b> Growth and Change</p> <p>Story: <b>The Wonderful Things You Will Be</b></p>  <p>STAR Targets in Writing, Reading, Speaking and Listening</p>	<p><b>Topic:</b> Growth and Change</p> <p>Story: <b>The Very Hungry Caterpillar</b></p>  <p>STAR Targets in Writing, Reading, Speaking and Listening</p>	<p><b>Topic:</b> Growth and Change</p> <p>Story: <b>The Very Hungry Caterpillar</b></p>  <p>STAR Targets in Writing, Reading, Speaking and Listening</p>
	<p><b>Number and Problem Solving</b></p> 	<p>STAR Targets in <b>Measure</b> and Shape Position and Direction</p>	<p>STAR Targets in <b>Measure</b> and Time and Money</p>	<p>STAR Targets in <b>Measure</b> and Number and Place Value</p>	<p>STAR Targets in <b>Measure</b> and Shape Position and Direction</p>	<p>STAR Targets in <b>Measure</b> and Time and Money</p>

<p style="text-align: center;"><b>Community + Relationships</b></p>	<p><b>World Around Us</b></p> 	<p><b>Subject:</b> History</p> <p><b>Topic:</b> Past and Present Objects</p> <p><b>Focus:</b> Exploring and watching an old television</p>  <p><b>Skill:</b> Develop a sense of belonging <b>(P&amp;C Range 1-2)</b> <b>(P&amp;C R2)</b> Develops a sense of belonging to their family and their key carer <b>(P&amp;C R2)</b> Recognises key people in their own lives <b>(P&amp;C R3)</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p>	<p><b>Subject:</b> History</p> <p><b>Topic:</b> Past and Present Objects</p> <p><b>Focus:</b> Writing a postcard</p>  <p><b>Skill:</b> Develop a sense of belonging <b>(P&amp;C Range 1-2)</b> <b>(P&amp;C R2)</b> Develops a sense of belonging to their family and their key carer <b>(P&amp;C R2)</b> Recognises key people in their own lives <b>(P&amp;C R3)</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p>	<p><b>Subject:</b> History</p> <p><b>Topic:</b> Past and Present Objects</p> <p><b>Focus:</b> Washing clothes in a bucket</p>  <p><b>Skill:</b> Develop a sense of belonging <b>(P&amp;C Range 1-2)</b> <b>(P&amp;C R2)</b> Develops a sense of belonging to their family and their key carer <b>(P&amp;C R2)</b> Recognises key people in their own lives <b>(P&amp;C R3)</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p>	<p><b>Subject:</b> History</p> <p><b>Topic:</b> Past and Present Objects</p> <p><b>Focus:</b> Exploring old toys</p>  <p><b>Skill:</b> Develop a sense of belonging <b>(P&amp;C Range 1-2)</b> <b>(P&amp;C R2)</b> Develops a sense of belonging to their family and their key carer <b>(P&amp;C R2)</b> Recognises key people in their own lives <b>(P&amp;C R3)</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p>	<p><b>Subject:</b> History</p> <p><b>Topic:</b> Past and Present Objects</p> <p><b>Focus:</b> Easter Craft</p>  <p><b>Skill:</b> Develop a sense of belonging <b>(P&amp;C Range 1-2)</b> <b>(P&amp;C R2)</b> Develops a sense of belonging to their family and their key carer <b>(P&amp;C R2)</b> Recognises key people in their own lives <b>(P&amp;C R3)</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p>
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	<p style="text-align: center;"><b>PHSE</b></p> 	<p style="text-align: center;"><b>Topic:</b> Behaviour</p> <p style="text-align: center;"><b>Focus:</b> Following class routines</p> <p style="text-align: center;"><b>Skill:</b> Routine of Health and Self-Care <b>(H&amp;SC Range 1 – 3)</b></p> <p style="text-align: center;"><b>(H&amp;SC R1)</b> Anticipates food routines with interest</p> <p style="text-align: center;"><b>(H&amp;SC R2)</b> Can actively cooperate with nappy changing, dressing/undressing and handwashing</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Feeds self with increasing need to be in control</p>	<p style="text-align: center;"><b>Topic:</b> Behaviour</p> <p style="text-align: center;"><b>Focus:</b> Following class routines</p> <p style="text-align: center;"><b>Skill:</b> Routine of Health and Self-Care <b>(H&amp;SC Range 1 – 3)</b></p> <p style="text-align: center;"><b>(H&amp;SC R1)</b> Anticipates food routines with interest</p> <p style="text-align: center;"><b>(H&amp;SC R2)</b> Can actively cooperate with nappy changing, dressing/undressing and handwashing</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Feeds self with increasing need to be in control</p>	<p style="text-align: center;"><b>Topic:</b> Behaviour</p> <p style="text-align: center;"><b>Focus:</b> Following class routines</p> <p style="text-align: center;"><b>Skill:</b> Routine of Health and Self-Care <b>(H&amp;SC Range 1 – 3)</b></p> <p style="text-align: center;"><b>(H&amp;SC R1)</b> Anticipates food routines with interest</p> <p style="text-align: center;"><b>(H&amp;SC R2)</b> Can actively cooperate with nappy changing, dressing/undressing and handwashing</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Feeds self with increasing need to be in control</p>	<p style="text-align: center;"><b>Topic:</b> Behaviour</p> <p style="text-align: center;"><b>Focus:</b> Following class routines</p> <p style="text-align: center;"><b>Skill:</b> Routine of Health and Self-Care <b>(H&amp;SC Range 1 – 3)</b></p> <p style="text-align: center;"><b>(H&amp;SC R1)</b> Anticipates food routines with interest</p> <p style="text-align: center;"><b>(H&amp;SC R2)</b> Can actively cooperate with nappy changing, dressing/undressing and handwashing</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Feeds self with increasing need to be in control</p>	<p style="text-align: center;"><b>Topic:</b> Behaviour</p> <p style="text-align: center;"><b>Focus:</b> Following class routines</p> <p style="text-align: center;"><b>Skill:</b> Routine of Health and Self-Care <b>(H&amp;SC Range 1 – 3)</b></p> <p style="text-align: center;"><b>(H&amp;SC R1)</b> Anticipates food routines with interest</p> <p style="text-align: center;"><b>(H&amp;SC R2)</b> Can actively cooperate with nappy changing, dressing/undressing and handwashing</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</p> <p style="text-align: center;"><b>(H&amp;SC R3)</b> Feeds self with increasing need to be in control</p>
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		and holds cup with both hands, drinking without much spilling	and holds cup with both hands, drinking without much spilling	and holds cup with both hands, drinking without much spilling	and holds cup with both hands, drinking without much spilling	and holds cup with both hands, drinking without much spilling	
Health + Wellbeing	<p style="text-align: center;"><b>Music</b></p> 	<p style="text-align: center;"><b>Sessions delivered weekly by Rhythm Time</b></p> <p>PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&amp;D (BI&amp;E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions</p>	<p style="text-align: center;"><b>Sessions delivered weekly by Rhythm Time</b></p> <p>PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&amp;D (BI&amp;E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions</p>	<p style="text-align: center;"><b>Sessions delivered weekly by Rhythm Time</b></p> <p>PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&amp;D (BI&amp;E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions</p>	<p style="text-align: center;"><b>Sessions delivered weekly by Rhythm Time</b></p> <p>PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&amp;D (BI&amp;E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions</p>	<p style="text-align: center;"><b>Sessions delivered weekly by Rhythm Time</b></p> <p>PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&amp;D (BI&amp;E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions</p>	
	<p style="text-align: center;"><b>I.T</b></p> 	<p><b>Topic: Cause and Effect</b> <b>Interact with cause and effect toys, iPad and interactive whiteboard</b></p> <p><b>Skill:</b> To be able to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</p>	<p><b>Topic: Cause and Effect</b> <b>Interact with cause and effect toys, iPad and interactive whiteboard</b></p> <p><b>Skill:</b> To be able to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</p>	<p><b>Topic: Cause and Effect</b> <b>Interact with cause and effect toys, iPad and interactive whiteboard</b></p> <p><b>Skill:</b> To be able to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</p>	<p><b>Topic: Cause and Effect</b> <b>Interact with cause and effect toys, iPad and interactive whiteboard</b></p> <p><b>Skill:</b> To be able to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</p>	<p><b>Topic: Cause and Effect</b> <b>Interact with cause and effect toys, iPad and interactive whiteboard</b></p> <p><b>Skill:</b> To be able to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</p>	<p><b>Topic: Cause and Effect</b> <b>Interact with cause and effect toys, iPad and interactive whiteboard</b></p> <p><b>Skill:</b> To be able to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</p>
	<p style="text-align: center;"><b>Art</b></p> 	<p><b>Topic:</b> Materials (Topics)</p> <p><b>Activity:</b> <b>Textile collage</b></p>	<p><b>Topic:</b> Materials (Topics)</p> <p><b>Activity:</b> <b>Bubble wrap printing</b> Stamping onto paper using bubble wrap</p>	<p><b>Topic:</b> Materials (Topics)</p> <p><b>Activity:</b> <b>Mothers Day Cards</b></p>	<p><b>Topic:</b> Materials (Topics)</p> <p><b>Activity:</b> <b>Recycled Collage</b> Sticking various recycled material scraps using</p>	<p><b>Topic:</b> Materials (Topics)</p> <p><b>Activity:</b> <b>Chalk</b></p>	<p><b>Topic:</b> Materials (Topics)</p>

		<p>Sticking various fabrics using PVA glue to make a collage</p>  <p>collage</p> <p><b>Skill:</b> <b>(CwM – Range 1-2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of their action on materials and resources</p>	 <p><b>Skill:</b> <b>(CwM – Range 1-2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of their action on materials and resources</p>	 <p><b>Skill:</b> <b>(CwM – Range 1-2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of their action on materials and resources</p>	<p>PVA glue to make a collage</p>  <p><b>Skill:</b> <b>(CwM – Range 1-2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of their action on materials and resources</p>	<p>Using chalks outside to draw and mark make</p>  <p><b>Skill:</b> <b>(CwM – Range 1-2)</b> Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p> <p><b>(CwM R3)</b> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p><b>(CwM R3)</b> Notices and becomes interested in the transformative effect of their action on materials and resources</p>
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	<p>PE</p> 	<p><b>Topic:</b> Kicking/Throwing</p> <p><b>Focus:</b> Kicking footballs outside - staff to model and encourage pupils</p> <p><b>Skill:</b> <b>PD R2-4</b> To be able to climb</p> <p><b>(M&amp;H R4)</b> Begins to walk, run and climb on different levels and surfaces</p>	<p><b>Topic:</b> Kicking/Throwing</p> <p><b>Focus:</b> Throwing tennis balls into a bucket outside - staff to model and encourage pupils</p> <p><b>Skill:</b> <b>PD R2-4</b> To be able to climb</p> <p><b>(M&amp;H R4)</b> Begins to walk, run and climb on different levels and surfaces</p>	<p><b>Topic:</b> Kicking/Throwing</p> <p><b>Focus:</b> Lying on back to kick yoga ball with both legs - staff to model and encourage pupils</p> <p><b>Skill:</b> <b>PD R2-4</b> To be able to climb</p> <p><b>(M&amp;H R4)</b> Begins to walk, run and climb on different levels and surfaces</p>	<p><b>Topic:</b> Kicking/Throwing</p> <p><b>Focus:</b> Throw sensory scarf into the air and watch it float - staff to model and encourage pupils</p> <p><b>Skill:</b> <b>PD R2-4</b> To be able to climb</p> <p><b>(M&amp;H R4)</b> Begins to walk, run and climb on different levels and surfaces</p>	<p><b>Topic:</b> Kicking/Throwing</p> <p><b>Focus:</b> Kicking balloons in class while standing - staff to model and encourage pupils</p> <p><b>Skill:</b> <b>PD R2-4</b> To be able to climb</p> <p><b>(M&amp;H R4)</b> Begins to walk, run and climb on different levels and surfaces</p>
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