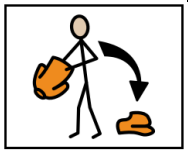
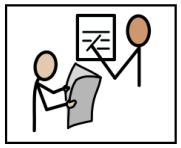
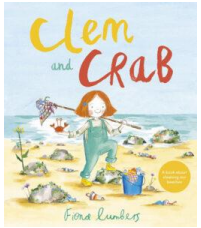
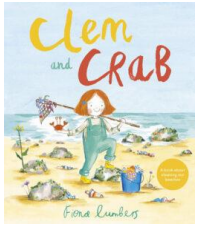
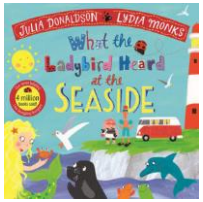
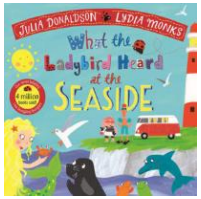
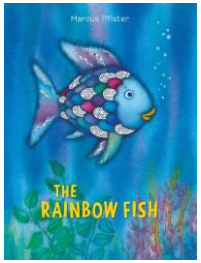
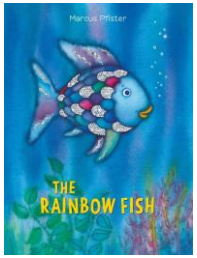
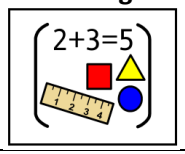
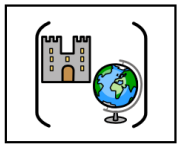
Halesbury School Medium Term Planning – Summer 1							
Class:		**Meerkat**		**Topic:**			**Holidays**
Area of Learning		Week 1 Date: 13/04/26	Week 2 Date: 20/04/26	Week 3 Date: 27/04/26	Week 4 Date: 04/05/26	Week 5 Date: 11/05/26	Week 6 Date: 18/05/26
Independent Living	**My Independence** 	**Topic: Travel** **Focus:** Travelling to and from swimming - transition safely, road safety, holding hands with an adult **Skill:** Transition between school and the wider world. **(UTW 1-3)** **(TW R1)** Looks around with interest when in a room, garden, balcony or park, visually scanning the	**Topic: Travel** **Focus:** Travelling to and from swimming - transition safely, road safety, holding hands with an adult **Skill:** Transition between school and the wider world. **(UTW 1-3)** **(TW R1)** Looks around with interest when in a room, garden, balcony or park, visually scanning the	**Topic: Travel** **Focus:** Travelling to and from swimming - transition safely, road safety, holding hands with an adult **Skill:** Transition between school and the wider world. **(UTW 1-3)** **(TW R1)** Looks around with interest when in a room, garden, balcony or park, visually scanning the	**Topic: Travel** **Focus:** Travelling to and from swimming - transition safely, road safety, holding hands with an adult **Skill:** Transition between school and the wider world. **(UTW 1-3)** **(TW R1)** Looks around with interest when in a room, garden, balcony or park, visually scanning the	**Topic: Travel** **Focus:** Travelling to and from swimming - transition safely, road safety, holding hands with an adult **Skill:** Transition between school and the wider world. **(UTW 1-3)** **(TW R1)** Looks around with interest when in a room, garden, balcony or park, visually scanning the	**Topic: Travel** **Focus:** Travelling to and from swimming - transition safely, road safety, holding hands with an adult **Skill:** Transition between school and the wider world. **(UTW 1-3)** **(TW R1)** Looks around with interest when in a room, garden, balcony or park, visually scanning the

		environment for novel, interesting objects and events. **(MR Range 2)** Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. **(TW Range 3)** Is curious and interested to explore new and familiar experiences.	environment for novel, interesting objects and events. **(MR Range 2)** Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. **(TW Range 3)** Is curious and interested to explore new and familiar experiences.	environment for novel, interesting objects and events. **(MR Range 2)** Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. **(TW Range 3)** Is curious and interested to explore new and familiar experiences.	environment for novel, interesting objects and events. **(MR Range 2)** Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. **(TW Range 3)** Is curious and interested to explore new and familiar experiences.	environment for novel, interesting objects and events. **(MR Range 2)** Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. **(TW Range 3)** Is curious and interested to explore new and familiar experiences.	environment for novel, interesting objects and events. **(MR Range 2)** Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. **(TW Range 3)** Is curious and interested to explore new and familiar experiences.
	Cooking 	**Topic:** Pasta **Activity:** Spaghetti messy play - using tongs **Skill: (Range 1-3 PD)**	**Topic:** Pasta **Activity:** Stirring pasta in a bowl **Skill: (Range 1-3 PD)**	**Topic:** Pasta **Activity:** Colour mixing - multicoloured pasta play **Skill: (Range 1-3 PD)**	**Topic:** Pasta **Activity:** Pasta sauce spreading and mark making - tuff tray	**Topic:** Pasta **Activity:** Pasta taste test - with different sauces **Skill: (Range 1-3 PD)**	**Topic:** Pasta **Activity:** Pasta taste test - with different sauces **Skill: (Range 1-3 PD)**

		Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. **(PD2)** Manipulates objects using hands singly and together. **(CwM R2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on	Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. **(PD2)** Manipulates objects using hands singly and together. **(CwM R2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on	Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. **(PD2)** Manipulates objects using hands singly and together. **(CwM R2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on	**Skill: (Range 1-3 PD)** Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. **(PD2)** Manipulates objects using hands singly and together. **(CwM R2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Notices and becomes interested in the transformative	Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. **(PD2)** Manipulates objects using hands singly and together. **(CwM R2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on	Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. **(PD2)** Manipulates objects using hands singly and together. **(CwM R2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on

		materials and resources.	materials and resources.	materials and resources.	effect of their action on materials and resources.	materials and resources.	materials and resources.
Education + Employment	**Communication and Language** 	**Fiction** **Topic:** Seaside **Story:** Clem and Crab  STAR Targets in Writing, Reading, Speaking and Listening	**Fiction** **Topic:** Seaside **Story:** Clem and Crab  STAR Targets in Writing, Reading, Speaking and Listening	**Fiction** **Topic:** Seaside **Story:** What Ladybird Heard at the Seaside  STAR Targets in Writing, Reading, Speaking and Listening	**Fiction** **Topic:** Seaside **Story:** What Ladybird Heard at the Seaside  STAR Targets in Writing, Reading, Speaking and Listening	**Fiction** **Topic:** Seaside **Story:** Rainbow Fish  STAR Targets in Writing, Reading, Speaking and Listening	**Fiction** **Topic:** Seaside **Story:** Rainbow Fish  STAR Targets in Writing, Reading, Speaking and Listening
	Number and Problem Solving 	STAR Targets in **Number and Place Value** and Shape Position and Direction	STAR Targets in **Number and Place Value** and Measure	STAR Targets in **Number and Place Value** and Time and Money	STAR Targets in **Number and Place Value** and Shape Position and Direction	STAR Targets in **Number and Place Value** and Measure	STAR Targets in **Number and Place Value** and Time and Money
Community + Relationships	**World Around Us** 	**Subject:** Geography **Topic:** Holidays	**Subject:** Geography **Topic:** Holidays	**Subject:** Geography **Topic:** Holidays	**Subject:** Geography **Topic:** Holidays	**Subject:** Geography **Topic:** Holidays	**Subject:** Geography **Topic:** Holidays

		Activity: Trying on seasonal clothes - sun hat, sunglasses, raincoat, scarf etc. **Skill:** To understand environments **(UTW Range 1-3)** **(P&C R2)** Recognises key people in their own lives **(TW R2)** Closely observes what animals, people and vehicles do. **(TW R3)** Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or	**Activity**: Choosing items to pack a suitcase **Skill:** To understand environments **(UTW Range 1-3)** **(P&C R2)** Recognises key people in their own lives **(TW R2)** Closely observes what animals, people and vehicles do. **(TW R3)** Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.	**Activity**: Applying suncream to a doll **Skill:** To understand environments **(UTW Range 1-3)** **(P&C R2)** Recognises key people in their own lives **(TW R2)** Closely observes what animals, people and vehicles do. **(TW R3)** Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.	**Activity**: Sand play **Skill:** To understand environments **(UTW Range 1-3)** **(P&C R2)** Recognises key people in their own lives **(TW R2)** Closely observes what animals, people and vehicles do. **(TW R3)** Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.	**Activity**: Water Play **Skill:** To understand environments **(UTW Range 1-3)** **(P&C R2)** Recognises key people in their own lives **(TW R2)** Closely observes what animals, people and vehicles do. **(TW R3)** Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.	**Activity**: Ice cream taste test **Skill:** To understand environments **(UTW Range 1-3)** **(P&C R2)** Recognises key people in their own lives **(TW R2)** Closely observes what animals, people and vehicles do. **(TW R3)** Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.

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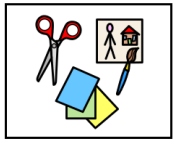
	PHSE	**Topic:** Relationships **Skill:** Positive engagement with others **(MR Range 1-3)** **Focus:** Engage in positive interactions with other children **(MR R1)** Enjoys the company of others and seeks contact with others. **(MR R2)** Builds relationships with special people. **(MR R2)**	**Topic:** Relationships **Skill:** Positive engagement with others **(MR Range 1-3)** **Focus:** Engage in positive interactions with other children **(MR R1)** Enjoys the company of others and seeks contact with others. **(MR R2)** Builds relationships with special people. **(MR R2)**	**Topic:** Relationships **Skill:** Positive engagement with others **(MR Range 1-3)** **Focus:** Engage in positive interactions with other children **(MR R1)** Enjoys the company of others and seeks contact with others. **(MR R2)** Builds relationships with special people. **(MR R2)**	**Topic:** Relationships **Skill:** Positive engagement with others **(MR Range 1-3)** **Focus:** Engage in positive interactions with other children **(MR R1)** Enjoys the company of others and seeks contact with others. **(MR R2)** Builds relationships with special people. **(MR R2)**	**Topic:** Relationships **Skill:** Positive engagement with others **(MR Range 1-3)** **Focus:** Engage in positive interactions with other children **(MR R1)** Enjoys the company of others and seeks contact with others. **(MR R2)** Builds relationships with special people. **(MR R2)**	**Topic:** Relationships **Skill:** Positive engagement with others **(MR Range 1-3)** **Focus:** Engage in positive interactions with other children **(MR R1)** Enjoys the company of others and seeks contact with others. **(MR R2)** Builds relationships with special people. **(MR R2)**

		Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something. **(MR R3)** Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.	Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something. **(MR R3)** Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.	Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something. **(MR R3)** Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.	Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something. **(MR R3)** Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.	Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something. **(MR R3)** Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.	Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something. **(MR R3)** Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.
Health + Wellbeing	**Music** 	Sessions delivered weekly by Rhythm Time	Sessions delivered weekly by Rhythm Time	Sessions delivered weekly by Rhythm Time	Sessions delivered weekly by Rhythm Time	Sessions delivered weekly by Rhythm Time	Sessions delivered weekly by Rhythm Time

		PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.	PD (MH) Range 2 - Enjoys finger and toe rhymes and games EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.
	I.T	**Topic: Cause and Effect** Interact with cause and effect toys, iPad and interactive whiteboard **Skill:** To be able to anticipate repeated sounds, sights and actions, e.g. when an adult	**Topic: Cause and Effect** Interact with cause and effect toys, iPad and interactive whiteboard **Skill:** To be able to anticipate repeated sounds, sights and actions, e.g. when an adult	**Topic: Cause and Effect** Interact with cause and effect toys, iPad and interactive whiteboard **Skill:** To be able to anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates	**Topic: Cause and Effect** Interact with cause and effect toys, iPad and interactive whiteboard **Skill:** To be able to anticipate repeated sounds, sights and actions, e.g. when an adult	**Topic: Cause and Effect** Interact with cause and effect toys, iPad and interactive whiteboard **Skill:** To be able to anticipate repeated sounds, sights and actions, e.g. when an adult	**Topic: Cause and Effect** Interact with cause and effect toys, iPad and interactive whiteboard **Skill:** To be able to anticipate repeated sounds, sights and actions, e.g. when an

		demonstrates an action toy several times	demonstrates an action toy several times	an action toy several times	demonstrates an action toy several times	demonstrates an action toy several times	adult demonstrates an action toy several times
	Art 	**Topic:** Light and Dark **Activity:** Paint with light colours **Skill:** **(CwM – Range 1-2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Continues to explore and experiment with an increasing range of media and movement	**Topic:** Light and Dark **Activity:** Paint with dark colours **Skill:** **(CwM – Range 1-2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Continues to explore and experiment with an increasing range of media and movement	**Topic:** Light and Dark **Activity:** Exploring and making shadows - photographed **Skill:** **(CwM – Range 1-2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Continues to explore and experiment with an	**Topic:** Light and Dark **Activity:** 3D Sun and moon painting - rolling the ball in the paint **Skill:** **(CwM – Range 1-2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Continues to explore and experiment	**Topic:** Light and Dark **Activity:** Foil painting - light and shine reflects through the paint **Skill:** **(CwM – Range 1-2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Continues to explore and experiment with an increasing	**Topic:** Light and Dark **Activity:** Glow in the dark painting, using the light box **Skill:** **(CwM – Range 1-2)** Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration. **(CwM R3)** Continues to explore and experiment with an increasing range of media

		through multi-sensory exploration and expression. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on materials and resources.	through multi-sensory exploration and expression. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on materials and resources.	increasing range of media and movement through multi-sensory exploration and expression. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on materials and resources.	with an increasing range of media and movement through multi-sensory exploration and expression. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on materials and resources.	range of media and movement through multi-sensory exploration and expression. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on materials and resources.	and movement through multi-sensory exploration and expression. **(CwM R3)** Notices and becomes interested in the transformative effect of their action on materials and resources.
	PE 	Swimming - at swim! Oldbury					