


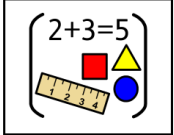





Halesbury School
Medium Term Planning





Class:		Hedgehog 		Topic:			Holidays		
Area of Learning		Week 1 Date: 13 th April	Week 2 Date: 20 th April	Week 3 Date: 27 th April	Week 4 Date: 4 th May	Week 5 Date: 11 th May	Week 6 Date: 18 th May		
Independent Living	My Independence 	Transitions Transitions around school and outside of school Showing an interest when visiting somewhere new and unfamiliar To be able to transition successfully to new locations with an adult <i>I can explore more complex environments confidently (Haden Hill Park, Library, Pets at</i>	Transitions Transitions around school and outside of school Showing an interest when visiting somewhere new and unfamiliar To be able to transition successfully to new locations with an adult <i>I can explore more complex environments confidently (Haden Hill Park, Library, Pets at</i>	Transitions Transitions around school and outside of school Showing an interest when visiting somewhere new and unfamiliar To be able to transition successfully to new locations with an adult <i>I can explore more complex environments confidently (Haden Hill Park, Library, Pets at</i>	Transitions Transitions around school and outside of school Showing an interest when visiting somewhere new and unfamiliar To be able to transition to new locations with increasing independence with sensory strategies <i>I can explore more complex environments confidently (Haden Hill Park, Library, Pets at</i>	Transitions Transitions around school and outside of school Showing an interest when visiting somewhere new and unfamiliar To be able to transition to new locations with increasing independence with sensory strategies <i>I can explore more complex environments</i>	Transitions Transitions around school and outside of school Showing an interest when visiting somewhere new and unfamiliar To be able to transition to new locations with increasing independence with sensory strategies <i>I can explore more complex environments</i>		








		<p><i>Pets at Home, Supermarket).</i></p> <p><i>I can observe and imitate others to learn new actions (swimming sessions).</i></p>	<p><i>Pets at Home, Supermarket).</i></p> <p><i>I can observe and imitate others to learn new actions (swimming sessions).</i></p>	<p><i>Home, Supermarket).</i></p> <p><i>I can observe and imitate others to learn new actions (swimming sessions).</i></p>	<p><i>Home, Supermarket).</i></p> <p><i>I can observe and imitate others to learn new actions (swimming sessions).</i></p>	<p><i>confidently (Haden Hill Park, Library, Pets at Home, Supermarket).</i></p> <p><i>I can observe and imitate others to learn new actions (swimming sessions).</i></p>	<p><i>confidently (Haden Hill Park, Library, Pets at Home, Supermarket).</i></p> <p><i>I can observe and imitate others to learn new actions (swimming sessions).</i></p>		
	<p>Cooking</p> 	<p>Pasta Exploring dry pasta with our senses</p> <p>To be able to explore dry pasta with different senses</p> <p><i>I can show preferences for certain sensory experiences (textures, sounds, smells).</i></p> <p><i>I can explore objects using my hands and mouth</i></p>	<p>Pasta Exploring cooked pasta with our senses</p> <p>To be able to explore cooked pasta with different senses</p> <p><i>I can show preferences for certain sensory experiences (textures, sounds, smells).</i></p> <p><i>I can explore objects using my hands and mouth</i></p>	<p>Pasta Different types of pasta – matching to symbols (fusilli, farfalle, penne, macaroni)</p> <p>To experience different types of pasta and attempt to match them to symbols</p> <p><i>I can match shapes and colours in simple activities.</i></p>	<p>Pasta How to cook pasta – watching adult cook and imitating sequencing steps</p> <p>To be able to sequence the stages of cooking pasta</p> <p><i>I can watch and imitate actions visually</i></p>	<p>Pasta Making crunchy rainbow pasta salad</p> <p>To be able to follow simple instructions.</p> <p>To be able to use previously learnt skills of cutting.</p> <p><i>I can use tools or objects to achieve goals</i></p> <p><i>I can tolerate different textures, tastes</i></p>	<p>Pasta Making tuna pasta bake</p> <p>To be able to follow simple instructions.</p> <p>To be able to use previously learnt skills of cutting and grating.</p> <p><i>I can use tools or objects to achieve goals</i></p> <p><i>I can tolerate different textures, tastes</i></p>		

Education + Employment	<p>Communication and Language</p> 	<p>Busy Holiday – individual targets</p> <p>To be able to match picture to picture</p>	<p>Busy Holiday – individual targets</p> <p>To be able to match picture to picture</p>	<p>What the Ladybird Heard on Holiday – individual targets</p> <p>To be able to show enjoyment when looking at print and digital books</p>	<p>What the Ladybird Heard on Holiday – individual targets</p> <p>To be able to show enjoyment when looking at print and digital books</p>	<p>Maisy goes on Holiday – individual targets</p> <p>To be able to write simple holiday lists</p>	<p>Maisy goes on Holiday – individual targets</p> <p>To be able to write simple holiday lists</p>		
	<p>Number and Problem Solving</p> 	<p>Number – individual targets</p> <p>To be able to indicate the next action in a rhyme, song or number game following a prompt.</p>	<p>Number – individual targets</p> <p>To be able to indicate the next action in a rhyme, song or number game following a prompt.</p>	<p>Number – individual targets</p> <p>To be able to indicate one in chosen method of communication</p>	<p>Number – individual targets</p> <p>To be able to indicate one in chosen method of communication</p>	<p>Number – individual targets</p> <p>To be able to engage in 'counting-like' behaviour</p>	<p>Number – individual targets</p> <p>To be able to engage in 'counting-like' behaviour</p>		
Community + Relationships	<p>World Around Us</p> 	<p>Holidays</p> <p>Different types of holidays – beach (sand and water exploration)</p> <p>To be able to explore activities from</p>	<p>Holidays</p> <p>Different types of holidays – camping</p> <p>To be able to explore activities from a camping holiday</p>	<p>Holidays</p> <p>Different types of holidays – on an aeroplane</p> <p>Making passports</p> <p>To be able to explore activities from</p>	<p>Holidays</p> <p>Packing a suitcase for a hot weather holiday</p> <p>To be able to select appropriate clothes/items</p>	<p>Holidays</p> <p>Packing a suitcase for a cold weather holiday</p> <p>To be able to select appropriate clothes/items</p>	<p>Sensory Session</p> <p>Sensory massage</p> <p>Foot Spas</p> <p>Sensory trays</p>		

		<p>a beach holiday</p> <p><i>I can recognise familiar objects</i></p> <p><i>I can enjoy messy play</i></p> <p><i>I can begin to combine sensory experiences creatively</i></p>	<p><i>I can recognise familiar objects</i></p> <p><i>I can enjoy messy play</i></p> <p><i>I can begin to combine sensory experiences creatively</i></p>	<p>an aeroplane holiday</p> <p><i>I can recognise familiar objects</i></p> <p><i>I can enjoy messy play</i></p> <p><i>I can begin to combine sensory experiences creatively</i></p>	<p>for a hot weather holiday</p> <p><i>I can begin to simple problem-solving through trial and error.</i></p>	<p>for a cold weather holiday</p> <p><i>I can begin to simple problem-solving through trial and error.</i></p>			
	<p>PHSE</p> 	<p>Relationships Positively interacting with others – SCERTS</p> <p>To be positively engaged with others who interact with them</p> <p>To begin to play alongside peers with support</p>	<p>Relationships Positively interacting with others – SCERTS</p> <p>To be positively engaged with others who interact with them</p> <p>To begin to play alongside peers with support</p>	<p>Relationships Positively interacting with others – SCERTS</p> <p>To be positively engaged with others who interact with them</p> <p>To begin to play alongside peers with support</p>	<p>Relationships Positively interacting with others – SCERTS</p> <p>To be positively engaged with others who interact with them</p> <p>To begin to play alongside peers with support</p>	<p>Relationships Positively interacting with others – SCERTS</p> <p>To be positively engaged with others who interact with them</p> <p>To begin to play alongside peers with support</p>			
<p>Health + Wellbeing</p>	<p>Music</p>				<p>Voting Day</p>				

		Led by Rhythm Time	Led by Rhythm Time	Led by Rhythm Time		Led by Rhythm Time	Led by Rhythm Time	
	<p>I.T</p> 	<p>Targeting and Timing games on HelpKidzLearn</p> <p>To be able to touch the screen at the correct moment (when the object turns a different colour) during targeting and timing games to create a response.</p> <p><i>I can track moving objects smoothly.</i></p> <p><i>I can begin simple problem-solving through trial and error.</i></p>	<p>Targeting and Timing games on HelpKidzLearn</p> <p>To be able to touch the screen at the correct moment (when the object turns a different colour) during targeting and timing games to create a response.</p> <p><i>I can track moving objects smoothly.</i></p> <p><i>I can begin simple problem-solving through trial and error.</i></p>	<p>Targeting and Timing games on HelpKidzLearn</p> <p>To be able to touch the screen at the correct moment (when the object turns a different colour) during targeting and timing games to create a response.</p> <p><i>I can track moving objects smoothly.</i></p> <p><i>I can begin simple problem-solving through trial and error.</i></p>	<p>Voting Day</p>	<p>Targeting and Timing games on HelpKidzLearn</p> <p>To be able to touch the screen at the correct moment (when the object turns a different colour) during targeting and timing games to create a response.</p> <p><i>I can track moving objects smoothly.</i></p> <p><i>I can begin simple problem-solving through trial and error.</i></p>	<p>Targeting and Timing games on HelpKidzLearn</p> <p>To be able to touch the screen at the correct moment (when the object turns a different colour) during targeting and timing games to create a response.</p> <p><i>I can track moving objects smoothly.</i></p> <p><i>I can begin simple problem-solving through trial and error.</i></p>	

	<p style="text-align: center;">Art</p> 	<p>Light and Dark Exploring colour mixing to make colours darker – adding black</p> <p>To be able to explore what happens when black is added to a colour</p> <p><i>I can begin to simple problem-solving through trial and error</i></p> <p><i>I can scribble with crayons or markers</i></p> <p><i>I can use tools or objects to achieve goals</i></p>	<p>Light and Dark Exploring colour mixing to make colours lighter – adding white</p> <p>To be able to explore what happens when white is added to a colour</p> <p><i>I can begin to simple problem-solving through trial and error</i></p> <p><i>I can scribble with crayons or markers</i></p> <p><i>I can use tools or objects to achieve goals</i></p>	<p>Light and Dark Exploring painting with dark colours and light colours to create artwork in the style of Vincent Van Gough</p>  <p>To be able to create a desired effect using dark and light colours in the style of Van Gough's starry sky</p> <p><i>I can scribble with crayons or markers</i></p> <p><i>I can use tools or objects to achieve goals</i></p>	<p>Voting Day</p>	<p>Light and Dark Northern lights artwork – painting dark background and adding trees/ mountains</p>  <p>To be able to mix dark colours to create a background.</p> <p><i>I can scribble with crayons or markers</i></p> <p><i>I can use tools or objects to achieve goals</i></p>	<p>Light and Dark Northern lights artwork – adding lighter sections in the sky using chalk and smudging</p>  <p>To be able to add lighter colours to my dark background to create a desired effect in the style of the Northern Lights.</p> <p><i>I can scribble with crayons or markers</i></p> <p><i>I can use tools or objects to achieve goals</i></p>		
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	<p>PE</p> 	<p>Balancing Walking/ running/ jumping around balancing bean bags on heads</p> <p>To be able to attempt to balance a bean bag on our heads whilst moving in different ways</p> <p><i>I can run confidently, stop, and start.</i></p> <p><i>I can carry objects while walking.</i></p>  <p>Swimming Friday afternoons – Swimming kit (towel, swimming costume/ trunks, swim</p>	<p>Balancing Balancing bean bags on heads whilst walking along benches</p> <p>To be able to attempt to balance a bean bag on our heads whilst moving along benches</p> <p><i>I can run confidently, stop, and start.</i></p> <p><i>I can carry objects while walking.</i></p>  <p>Swimming Friday afternoons – Swimming kit (towel, swimming costume/ trunks, swim</p>	<p>Balancing Static balancing – balancing our bodies in different positions: on one leg, two/three points of contact, bridge shape, on all fours</p> <p>To be able to attempt to control our bodies to balance when in different positions</p> <p><i>I can run confidently, stop, and start.</i></p> <p><i>I can carry objects while walking.</i></p>  <p>Swimming Friday afternoons –</p>	<p>Bank Holiday</p>  <p>Swimming Friday afternoons – Swimming kit (towel, swimming costume/ trunks, swim nappy required)</p>	<p>Balancing Balancing on balance beam and upturned benches</p> <p>To be able to attempt to balance on a narrower piece of P.E equipment</p> <p><i>I can run confidently, stop, and start.</i></p> <p><i>I can carry objects while walking.</i></p>  <p>Swimming Friday afternoons – Swimming kit (towel, swimming costume/ trunks, swim nappy required)</p>	<p>Balancing Balancing team games</p> <p>To be able to work together during simple balancing team games</p> <p><i>I can run confidently, stop, and start.</i></p> <p><i>I can carry objects while walking.</i></p>  <p>Swimming Friday afternoons – Swimming kit (towel, swimming costume/ trunks, swim nappy required)</p>		
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		nappy required)	nappy required)	Swimming kit (towel, swimming costume/ trunks, swim nappy required)					
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