


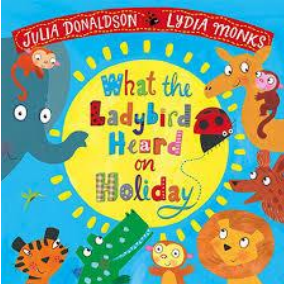


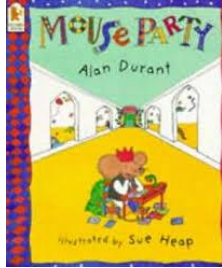
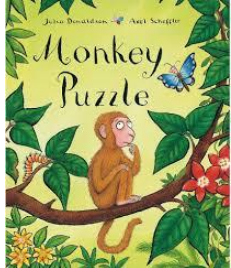
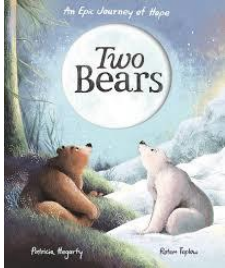
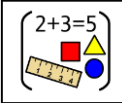




Halesbury School
Medium Term Planning – Summer 1


Class:		Caterpillar		Topic:	Holidays			
Area of Learning		Week 1 Date: Monday 13 th April	Week 2 Date: Monday 20 th April	Week 3 Date: Monday 27 th April	Week 4 Date: Monday 4 th May	Week 5 Date: Monday 11 th May	Week 6 Date: Monday 18 th May	
Independent Living 	My Independence	Topic: Travel Skill: Transition between school and the wider world. (UTW 1-3) (TW Range 3) Is curious and interested to explore new and familiar experiences <i>Progression Ladder: EYFS - Physical Development: Range 3: Gross Motor: I can walk independently.</i>	Topic: Travel Skill: Transition between school and the wider world. (UTW 1-3) (TW Range 3) Is curious and interested to explore new and familiar experiences <i>Progression Ladder: EYFS - Physical Development: Range 3: Gross Motor: I can walk independently.</i>	Topic: Travel Skill: Transition between school and the wider world. (UTW 1-3) (TW Range 3) Is curious and interested to explore new and familiar experiences <i>Progression Ladder: EYFS - Physical Development: Range 3: Gross Motor: I can walk independently.</i>	Topic: Travel Skill: Transition between school and the wider world. (UTW 1-3) (TW Range 3) Is curious and interested to explore new and familiar experiences <i>Progression Ladder: EYFS - Physical Development: Range 3: Gross Motor: I can walk independently.</i>	Topic: Travel Skill: Transition between school and the wider world. (UTW 1-3) (TW Range 3) Is curious and interested to explore new and familiar experiences <i>Progression Ladder: EYFS - Physical Development: Range 3: Gross Motor: I can walk independently.</i>	Topic: Travel Skill: Transition between school and the wider world. (UTW 1-3) (TW Range 3) Is curious and interested to explore new and familiar experiences <i>Progression Ladder: EYFS - Physical Development: Range 3: Gross Motor: I can walk independently.</i>	
	Activity:		Walk around the local area		Walk around the local area		Walk around the local area	


<p>Cooking</p> 	<p>Topic: Pasta</p> <p>Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p>(CwM R2) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration</p> <p><i>Progression Ladder:</i> <i>EYFS - Sensory and Exploration: Range 2:</i> <i>Sensory:</i> <i>I can show interest in different tastes and textures of food.</i></p> <p>(Makaton - ON TOP OF SPAGHETTI - Singing Hands)</p> <p>Activity: Explore spaghetti</p>	<p>Topic: Pasta</p> <p>Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p>(CwM R2) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration</p> <p><i>Progression Ladder:</i> <i>EYFS - Sensory and Exploration: Range 2:</i> <i>Sensory:</i> <i>I can show interest in different tastes and textures of food.</i></p> <p>(Makaton - ON TOP OF SPAGHETTI - Singing Hands)</p> <p>Activity: Explore penne pasta</p>	<p>Topic: Pasta</p> <p>Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p>(CwM R2) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration</p> <p><i>Progression Ladder:</i> <i>EYFS - Sensory and Exploration: Range 2:</i> <i>Sensory:</i> <i>I can show interest in different tastes and textures of food.</i></p> <p>(Makaton - ON TOP OF SPAGHETTI - Singing Hands)</p> <p>Activity: Explore farfalle pasta</p>	<p>Topic: Pasta</p> <p>Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p>(CwM R2) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration</p> <p><i>Progression Ladder:</i> <i>EYFS - Sensory and Exploration: Range 2:</i> <i>Sensory:</i> <i>I can show interest in different tastes and textures of food.</i></p> <p>(Makaton - ON TOP OF SPAGHETTI - Singing Hands)</p> <p>Activity: Explore fusilli pasta</p>	<p>Topic: Pasta</p> <p>Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p>(CwM R2) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration</p> <p><i>Progression Ladder:</i> <i>EYFS - Sensory and Exploration: Range 2:</i> <i>Sensory:</i> <i>I can show interest in different tastes and textures of food.</i></p> <p>(Makaton - ON TOP OF SPAGHETTI - Singing Hands)</p> <p>Activity: Explore shell pasta</p>	<p>Topic: Pasta</p> <p>Skill: (Range 1-3 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p>(CwM R2) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration</p> <p><i>Progression Ladder:</i> <i>EYFS - Sensory and Exploration: Range 2:</i> <i>Sensory:</i> <i>I can show interest in different tastes and textures of food.</i></p> <p>(Makaton - ON TOP OF SPAGHETTI - Singing Hands)</p> <p>Activity: Explore macaroni pasta</p>
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Education + Employment	<p>Communication and Language</p> 	<p>Topic: Fiction – Holidays</p> <p>Story – What the Ladybird Heard on Holiday/at the Zoo</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Holidays</p> <p>Story – We're Going on a Treasure Hunt</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Holidays</p> <p>Story – The Snail and the Whale</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Holidays</p> <p>Story – Mouse Party</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Holidays</p> <p>Story – Monkey Puzzle</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Holidays</p> <p>Story – Two Bears</p>  <p>Individual STAR targets</p>
	<p>Number and Problem Solving</p> 	<p>Topic: Number and Place Value</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Number and Place Value</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Number and Place Value</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Number and Place Value</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Number and Place Value</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Number and Place Value</p> <p>Individual STAR targets</p> <p>See separate planning</p>
Community + Relationships	<p>World Around Us</p> 	<p>Subject: Geography</p> <p>Topic: Holidays</p> <p>Skill: To understand environments. (UTW Range 1-3)</p>	<p>Subject: Geography</p> <p>Topic: Holidays</p> <p>Skill: To understand environments. (UTW Range 1-3)</p>	<p>Subject: Geography</p> <p>Topic: Holidays</p> <p>Skill: To understand environments. (UTW Range 1-3)</p>	<p>Subject: Geography</p> <p>Topic: Holidays</p> <p>Skill: To understand environments. (UTW Range 1-3)</p>	<p>Subject: Geography</p> <p>Topic: Holidays</p> <p>Skill: To understand environments. (UTW Range 1-3)</p>	<p>Subject: Geography</p> <p>Topic: Holidays</p> <p>Skill: To understand environments. (UTW Range 1-3)</p>

		<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. (TW R3)</p> <p><i>Progression Ladder:</i> EYFS – Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</p> <p>Activity: Sensory tray with grass (green spaghetti) and animals</p>	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. (TW R3)</p> <p><i>Progression Ladder:</i> EYFS – Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</p> <p>Activity: Sensory tray with sand (crushed cereal) and buckets/bowls/tubs</p>	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. (TW R3)</p> <p><i>Progression Ladder:</i> EYFS – Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</p> <p>Activity: Sensory tray with water and boats</p>	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. (TW R3)</p> <p><i>Progression Ladder:</i> EYFS – Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</p> <p>Activity: Sensory tray with oats and farm animals</p>	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. (TW R3)</p> <p><i>Progression Ladder:</i> EYFS – Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</p> <p>Activity: Sensory tray with sand (crushed cereal) with safari animals</p>	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. (TW R3)</p> <p><i>Progression Ladder:</i> EYFS – Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</p> <p>Activity: Sensory tray with gloop and polar animals</p>
	<p>Topic: Relationships</p> <p>Skill: Positive engagement with others. (MR Range 1-3)</p> <p>(MR R3)</p> <p>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.</p> <p><i>Progression Ladder:</i></p>	<p>Topic: Relationships</p> <p>Skill: Positive engagement with others. (MR Range 1-3)</p> <p>(MR R3)</p> <p>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.</p> <p><i>Progression Ladder:</i></p>	<p>Topic: Relationships</p> <p>Skill: Positive engagement with others. (MR Range 1-3)</p> <p>(MR R3)</p> <p>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.</p> <p><i>Progression Ladder:</i></p>	<p>Topic: Relationships</p> <p>Skill: Positive engagement with others. (MR Range 1-3)</p> <p>(MR R3)</p> <p>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.</p> <p><i>Progression Ladder:</i></p>	<p>Topic: Relationships</p> <p>Skill: Positive engagement with others. (MR Range 1-3)</p> <p>(MR R3)</p> <p>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.</p> <p><i>Progression Ladder:</i></p>	<p>Topic: Relationships</p> <p>Skill: Positive engagement with others. (MR Range 1-3)</p> <p>(MR R3)</p> <p>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.</p> <p><i>Progression Ladder:</i></p>	
	<p>PSHE</p> 						

		<p><i>EYFS - Auditory and Visual: Range 4: Visual: I can watch and imitate actions visually (e.g., gestures, stacking blocks).</i></p> <p>Activity: Playing alongside others with spaghetti sensory tray</p>	<p><i>EYFS - Auditory and Visual: Range 4: Visual: I can watch and imitate actions visually (e.g., gestures, stacking blocks).</i></p> <p>Activity: Playing alongside others with sand sensory tray</p>	<p><i>EYFS - Auditory and Visual: Range 4: Visual: I can watch and imitate actions visually (e.g., gestures, stacking blocks).</i></p> <p>Activity: Playing alongside others with sensory water tray</p>	<p><i>EYFS - Auditory and Visual: Range 4: Visual: I can watch and imitate actions visually (e.g., gestures, stacking blocks).</i></p> <p>Activity: Playing alongside others with oats sensory tray</p>	<p><i>EYFS - Auditory and Visual: Range 4: Visual: I can watch and imitate actions visually (e.g., gestures, stacking blocks).</i></p> <p>Activity: Playing alongside others with sand sensory tray</p>	<p><i>EYFS - Auditory and Visual: Range 4: Visual: I can watch and imitate actions visually (e.g., gestures, stacking blocks).</i></p> <p>Activity: Playing alongside others with gloop sensory tray</p>
Health + Wellbeing	<p>Music</p> 	<p>Rhythm Time every Thursday with Miss Vicky 1:00-1:30pm</p> <p>EYFS students will have weekly music sessions delivered by the company Rhythm Time</p> <p>EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.</p> <p><i>Progression Ladder:</i> <i>EYFS - Auditory and Visual: Range 3: Auditory: I enjoy songs, rhymes and repetitive sounds.</i></p>					

	<p style="text-align: center;">Art</p> 	<p style="text-align: center;">Topic: Light and Dark</p> <p style="text-align: center;">Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p style="text-align: center;">(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p style="text-align: center;"><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p style="text-align: center;">Activity: Make an ice cream using sponges</p>	<p style="text-align: center;">Topic: Light and Dark</p> <p style="text-align: center;">Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p style="text-align: center;">(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p style="text-align: center;"><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p style="text-align: center;">Activity: Ocean painted artwork with salt effect</p>	<p style="text-align: center;">Topic: Light and Dark</p> <p style="text-align: center;">Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p style="text-align: center;">(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p style="text-align: center;"><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p style="text-align: center;">Activity: Butterfly symmetrical printing with paint</p>	<p style="text-align: center;">Topic: Light and Dark</p> <p style="text-align: center;">Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p style="text-align: center;">(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p style="text-align: center;"><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p style="text-align: center;">Activity: Melted ice lolly artwork</p>	<p style="text-align: center;">Topic: Light and Dark</p> <p style="text-align: center;">Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p style="text-align: center;">(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p style="text-align: center;"><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p style="text-align: center;">Activity: Tissue paper sunglasses artwork</p>	<p style="text-align: center;">Topic: Light and Dark</p> <p style="text-align: center;">Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p style="text-align: center;">(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p style="text-align: center;"><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p style="text-align: center;">Activity: Bucket and spade artwork</p>
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	<p>PE</p> 	<p>Topic: Kicking and Throwing (Continue this topic due to swimming last term)</p> <p>Skill: To be able to kick and throw.</p> <p><i>Progression Ladder:</i> EYFS - Physical Development: Range 4: Gross Motor: I can throw and catch a ball with some accuracy.</p> <p>Activity: Kick a ball</p>	<p>Topic: Kicking and Throwing (Continue this topic due to swimming last term)</p> <p>Skill: To be able to kick and throw.</p> <p><i>Progression Ladder:</i> EYFS - Physical Development: Range 4: Gross Motor: I can throw and catch a ball with some accuracy.</p> <p>Activity: Kick a ball</p>	<p>Topic: Kicking and Throwing (Continue this topic due to swimming last term)</p> <p>Skill: To be able to kick and throw.</p> <p><i>Progression Ladder:</i> EYFS - Physical Development: Range 4: Gross Motor: I can throw and catch a ball with some accuracy.</p> <p>Activity: Throw a ball</p>	<p>Topic: Kicking and Throwing (Continue this topic due to swimming last term)</p> <p>Skill: To be able to kick and throw.</p> <p><i>Progression Ladder:</i> EYFS - Physical Development: Range 4: Gross Motor: I can throw and catch a ball with some accuracy.</p> <p>Activity: Throw a ball</p>	<p>Topic: Kicking and Throwing (Continue this topic due to swimming last term)</p> <p>Skill: To be able to kick and throw.</p> <p><i>Progression Ladder:</i> EYFS - Physical Development: Range 4: Gross Motor: I can throw and catch a ball with some accuracy.</p> <p>Activity: Catch a ball</p>	<p>Topic: Kicking and Throwing (Continue this topic due to swimming last term)</p> <p>Skill: To be able to kick and throw.</p> <p><i>Progression Ladder:</i> EYFS - Physical Development: Range 4: Gross Motor: I can throw and catch a ball with some accuracy.</p> <p>Activity: Catch a ball</p>
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