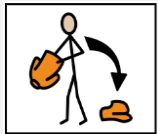


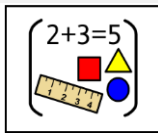



Halesbury School
Medium Term Planning – Summer 1 2026

Class:		Squirrel			Topic: Splash		Planning will be supported by play sessions, sensory play sessions and activities supporting the development of pre- literacy and pre- numeracy development . These activities will be informed by the children’s changing interests.
Area of Learning	Week 1 Date: 13.04.25	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	
Topic: Shopping Intent :Types of shops EYFS Geography Skills I can show curiosity about places I visit, like parks or shops.							
Independent Living	My Independence 	Activity: Role play cafe	Activity: Role play fruit shop	Activity: Role play library	Activity: Role play Cake shop	<i>Activity:</i> <i>Role play</i> <i>Doctor</i>	Activity: Role play Post office
	- Cooking 	Topic: Microwave Intent: Understanding temperature Skills EYFS Healthy eating I can explore food textures by touching different food I can explore food by smelling different items of food I can explore food by tasting different items of food			Skills EYFS Hygiene and safety I can wash my hands before handling food with adult support and a visual prompt I can wash my hands before handling food with a verbal prompt I can tell the difference between a clean plate and a dirty plate		
	Washing hands Ice lollies in the microwave observe	<i>Washing hands.</i> <i>Melting ice cream in microwave</i>	<i>Washing hands.</i> <i>Pop corn in microwave</i>	<i>Washing hands.</i> <i>Pop corn in microwave</i>	<i>Washing hands.</i> <i>Porridge in microwave</i>	Washing hands. Porridge in microwave observe changes through heat	


		changes through heat Wash plates	<i>observe changes through heat</i> <i>wash plates</i>	<i>observe changes through heat</i> <i>Wash plates</i>	<i>observe changes through heat</i> <i>Wash plates</i>	<i>observe changes through heat</i> <i>Wash plates</i>	Wash plates
Education & Employment	Communication and Language 	Fiction Reading and Writing: Individualised targets taught in the moment/in context from STAR Assessment. Listening to and reading a range of texts and poems. Phonics: Phonics will be linked to the validated DFE phonics scheme 'Little Wandle'. Reading scheme in school 'Big Cat'. Speaking: Individualised targets from SCERTS and STAR Assessment Text: barefoot books there is a hole at the bottom of the sea					
		Individual targets Monday: reading scheme Tuesday Comprehension Wednesday writing composition Thursday Handwriting / pencil control Friday communication	Individual targets Monday: reading scheme Tuesday Comprehension Wednesday writing composition Thursday Handwriting / pencil control Friday communication Individual targets	Individual targets Monday: reading scheme Tuesday Comprehension Wednesday writing composition Thursday Handwriting / pencil control Friday communication Individual targets Pre -reading and Pre-writing skills	Individual targets Monday: reading scheme Tuesday Comprehension Wednesday writing composition Thursday Handwriting / pencil control Friday communication Individual targets Pre -reading and Pre-writing skills	Individual targets Monday: reading scheme Tuesday Comprehension Wednesday writing composition Thursday Handwriting / pencil control Friday communication Individual targets Pre -reading and Pre-writing skills	Individual targets Monday: reading scheme Tuesday Comprehension Wednesday writing composition Thursday Handwriting / pencil control Friday communication Individual targets


	Individual targets Pre -reading and Pre- writing skills	Pre -reading and Pre- writing skills			Pre -reading and Pre- writing skills	
	Makaton Sign: CLOUD	Makaton Sign: RAIN	Makaton Sign: SUN	Makaton Sign: WIND	Makaton Sign: SNOW	Makaton Sign: COLD
Number and Problem Solving 	Topic: Individual STAR targets X 2 weeks continuation of measures topic Number and Place Value or Multiplication, Division and Fractions	Topic: Measure Volume and capacity Individual STAR targets	Topic: Measure Mass Individual STAR targets	Topic: Number and place value Individual STAR targets	Topic: Number and place value Individual STAR targets	Topic: Number and place value Individual STAR targets
	Topic: Electricity Intent: Understanding of electricity, including how it is generated, how it flows through circuits, and how it powers devices in everyday life.					


	<p style="text-align: center;">Science</p> 	<p>Topic:</p> <p>EYFS</p> <p><i>I can show curiosity about the world around me.</i></p> <p><i>I can explore cause and effect through play</i></p> <p>Activity:</p> <p><i>pressing buttons on toys to activate lights or sounds.</i></p> <p>Resources: ,</p> <p><i>Switch toys</i></p> <p><i>Sound and light</i></p>	<p><i>Science ladder</i></p> <p>EYFS</p> <p>I can show curiosity about the world around me.</p> <p>I can explore cause and effect through play</p> <p>Activity:</p> <p><i>pressing buttons on toys to activate lights or sounds.</i></p> <p>Resources: ,</p> <p><i>Switch toys</i></p> <p><i>Sound and light</i></p>	<p>Eyfs</p> <p>I can begin to associate actions with outcomes (e.g., flicking a switch = light turns on)</p> <p>I can talk about things that I have observed (e.g., "The light is on")</p> <p>Activity</p> <p><i>Locate light switches and turn light on</i></p> <p>resources</p> <p><i>Classroom light switches</i></p> <p><i>Torches</i></p> <p><i>Classroom interactive white board</i></p>	<p>EYFS</p> <p>I can begin to understand that some things need power to work.</p> <p>I can use terms like "battery," "electric," "on/off," with support.</p> <p>Activity</p> <p><i>Observe what happens when there is no battery in a torch</i></p> <p><i>Place battery in a torch and observe what happens</i></p> <p>Resources</p> <p><i>Torches, batteries</i></p>	<p>EYFS</p> <p>I can recognise and name everyday electrical items (TV, phone, lamp).</p> <p>Activity</p> <p><i>Sort images of items that use electricity</i></p> <p>Resources</p> <p><i>Images of electrical and non electrical items and sorting mats</i></p>	<p>KS1</p> <p>Skills I can use</p> <p>language such as "on/off", "power", "light up", "battery".</p> <p>Activity</p> <p><i>Assemble simple circuit</i></p> <p>Resources</p> <p><i>Battery, crocodile clips and buzzer/ light bulb</i></p>
	<p>Topic: Geography Seasons</p> <p>Intent: Understanding different seasons</p> <p>Continuous provision – creating weather symbols</p>						

World Around Us

*Geography EYfS lader**Geographical Skills & Fieldwork***EYFS*****I can observe features in my school******Activity:***
*Locate features in classroom e.g**Door, table, class whiteboard, floor mat, spinner****Resources:***
*TOBIs of above features**Geography EYfS lader****Geographical Skills & Fieldwork*****EYFS*****I can observe features in my school******Activity:***
*Locate features in school eg logos on classroom doors****Resources:***
*Images/ TOBIs of symbols on classroom doors***EYFS seasons*****I can notice and show interest in the world around me, like trees, (animals), and the weather.******Activity:****Locate branches on trees sprouting buds, place in water and observe growth**Photos of children finding budding branches**Observe changes over the following days****Resources****Camera, tablets, Vases made from plastic bottles***EYFS seasons****Field work****EYFS I can observe features in my school grounds****Activity***LA collect items from grounds and match to symbols**MA and HA use symbols as a reference when looking for items eg grass**Leaves, sticks***Resources:***Collection baskets, symbols***EYFS seasons*****I can notice and talk about changes in the weather and seasons******Activity:****Create wind socks and hang outside**Create rain gauges and place outside**Observe over following days***Resources***Ribbon**Clear plastic bottles***EYFS seasons*****I can notice and talk about changes in the weather and seasons.******Activity:****Seek to experience weather and changes in**weather- match clothing worn to eg rain + coats + wellies**Sun= sun hats + sun cream**HA create daily weather charts***Resources***Weather symbols**Weather chart.*

<p>Topic: Relationships</p> <p>Intent: Understand different kinds of relationships—like family, friends, and classmates..</p>						
<p>PSHE</p> 	<p>EYFS</p> <p>I can show a basic understanding of friends.</p> <p>Take photos of class mates</p> <p>Resources I pads</p>	<p>EYFS</p> <p><i>I can show a basic understanding of friends.</i></p> <p>Activity</p> <p>Refer to photos and identify class mates in person</p> <p>Resources: photos of class mates</p> <p><i>I can begin to understand the concept of sharing toys and taking turns in activities.</i></p> <p>Activity</p> <p><i>sharing resources eg logo bricks</i></p> <p><i>Resources Lego</i></p>	<p>EYFS</p> <p>I can show a basic understanding of friends.</p> <p>Activity</p> <p>match photos of classmates and name them</p> <p>Resources: photos of class mates</p> <p>I can begin to understand the concept of sharing toys and taking turns in activities.</p> <p>Activity</p> <p>sharing resources eg logo bricks</p> <p>Resources Lego</p>	<p>EYFSI</p> <p><i>can show a basic understanding of friends.</i></p> <p>Activity</p> <p><i>match photos of classmates and name them</i></p> <p><i>Resources: photos of class mates</i></p> <p><i>I can begin to understand the concept of sharing toys and taking turns in activities..</i></p> <p>Activity</p> <p><i>Pass the parcel</i></p> <p>Resources small bags of sweets, wrapping paper</p>	<p>EYFS</p> <p><i>I can recognise and name family members (e.g., mum, dad, siblings)..</i></p> <p>Activity</p> <p><i>Identify /name family members</i></p> <p><i>I can begin to understand the concept of sharing toys and taking turns in activities.</i></p> <p>Activity</p> <p><i>Play turn taking games</i></p> <p><i>Eg pop up pirate</i></p>	<p>I can recognise and name family members (e.g., mum, dad, ...)</p> <p>Activity</p> <p>Identify /name family members</p> <p>I can begin to understand the concept of sharing toys and taking...</p> <p>Activity</p> <p>Play turn taking games</p> <p>Eg pop up <u>pirate</u></p>

Health & Well being	Music	Topic: Music and Movement				
		Intent: To move body to a song				
		Resources: video clips , (see below), shakers, drums				
	<p>EYFS</p> <p>I can join in with familiar songs and nursery rhymes.</p> <p>Activity:</p> <p>Acting out actions alongside the song Walking in the jungle</p> <p>Resources</p> <p>https://www.youtube.com/watch?v=-YHUsIGzORM</p> <p>Walking and stomping in the jungle</p>	<p>EYFS</p> <p>I can join in with familiar songs and nursery rhymes.</p> <p>Activity:</p> <p>Acting out actions alongside the song Walking in the jungle</p> <p>Resources</p> <p>https://www.youtube.com/watch?v=-YHUsIGzORM</p> <p>Walking and stomping in the jungle</p>	<p>EYFS</p> <p><i>I can join in with familiar songs and nursery rhymes.</i></p> <p>Activity:</p> <p>Acting out actions alongside the song dance and freeze</p> <p>Use shakers when freeze</p> <p>Resources</p> <p>https://www.youtube.com/watch?v=A1vdKfXIB_q</p> <p>scratch garden dance and freeze</p>	<p>EYFS</p> <p>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</p> <p>Activity:</p> <p>Clap hands to keep a steady beat</p> <p>Resources</p> <p>https://www.youtube.com/watch?v=Sp4XnuJSVxc</p>	<p>EYFS</p> <p><i>I can keep a simple beat with instruments or body (e.g., clapping, tapping)</i></p> <p>Activity:</p> <p>Use shakers to keep a steady beat</p> <p>Resources</p> <p>https://www.youtube.com/watch?v=Sp4XnuJSVxc</p> <p>shakers</p>	<p>EYFS</p> <p><i>I can imitate rhythm and melodies with increasing accuracy.</i></p> <p>Activity</p> <p>Sing along and keep rhythm Whilst playing a shaker/ drum</p> <p>Resources</p> <p>Down in the jungle cartoon song</p> <p>https://www.youtube.com/watch?v=HcVnLRMX5BE</p> <p>shaker/ drums</p>

IT	Topic: Logos Intent: What logos are and why they are important for brands and companies..(matching symbols)				
I.T 	<p style="text-align: center;">EYFS</p> <p>I can use a range of technology confidently: tablets, interactive screens, talking tins, floor robots.</p> <p>Matching symbols</p> <p>Activity1 locate logos on tablets</p> <p>Activity 2 Match images / weather</p> <p><i>Eg numbers fruits, weather symbols</i></p> <p><i>Photos of shop logos</i></p> <p><i>Food logos</i></p> <p><i>Pairs games</i></p> <p>Bingo games make up bingo games for weather</p> <p>Look for the symbols on the doors around school</p>	<p style="text-align: center;">EYFS</p> <p>I can use a range of technology confidently: tablets, interactive screens, talking tins, floor robots.</p> <p>Activity1 locate logos on tablets</p> <p>Use drawing apps</p> <p>Activity 2 Match images / of fruits</p> <p>Resources:</p> <p>I pads/ tablets</p> <p>Fruit symbols</p>	<p style="text-align: center;">EYFS</p> <p>I can use a range of technology confidently: tablets, interactive screens, talking tins, floor robots.</p> <p>Activity1 locate logos on tablets</p> <p>Use drawing apps</p> <p>Activity 2 Match images / of animals</p> <p>Resources:</p> <p>I pads/ tablets</p> <p>Animal images</p>	<p style="text-align: center;"><i>EYFS</i></p> <p><i>I can use a range of technology confidently: tablets, interactive screens, talking tins, floor robots.</i></p> <p>Activity1 locate logos on tablets</p> <p><i>Use drawing apps</i></p> <p>Activity 2 Match images / of groceries</p> <p>Resources:</p> <p><i>I pads/ tablets</i></p> <p><i>Matching numbers</i></p>	<p style="text-align: center;">EYFS</p> <p>I can use a range of technology confidently: tablets, interactive screens, talking tins, floor robots.</p> <p>Activity 1 locate logos on tablets</p> <p>Use music app</p> <p>Activity 2 Match images / OF SHOP LOGOS</p> <p>Resources:</p> <p>I pads/ tablets</p> <p>Matching SHOP LOGOS</p>

Topic: Light and Dark

Intent: Practice using light and shadows to make drawings more realistic and interesting.


Resources: Fat stubby pencils (2 B , 3 B,) Charcoal, white sugar paper, white drawing paper erasure, smudging tool White chalk and black paper, textured underlays



Activities: focussed 1 :1 teaching. Also activities supporting fine motor control will be set up as continuous provision for the students to access during the session, shaving foam, wind up toys, unscrew lids and jars, stencils and texture rubbings, clothes pegs activities, play doh writing wall, colouring pictures, lego and stickle bricks, joining dots

Inspirations: Inspiration wave art

Under the Wave off Kanagawa (Kanagawa oki nami ura), also known as The Great Wave, from the series

Thirty-six Views of Mount Fuji (Fugaku sanjūrokkei)Katsushika Hokusai Japanese ca. 1830–32

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 5
<p>Art</p> 	<p>EYFS</p> <p><i>LO I can make marks using pencils,/ charcoal</i></p> <p>Activity:</p> <p><i>Mark making with charcoal, using tip and side</i></p>	<p>KS1 Drawing</p> <p>L. O I can use different pencils, pens, and tools to make marks</p> <p>Activity:</p> <p>Mark making with charcoal, using tip and side, use cotton wool to smudge lines</p>	<p>KS1 Drawing</p> <p><i>L. O I can use different pencils, pens, and tools to make marks</i></p> <p>Activity:</p> <p><i>Mark making with charcoal, using tip and side, use cotton wool to smudge lines</i></p>	<p>EYFS</p> <p>LO I can make marks using pencils,</p> <p>L. O I can use different pencils, pens, and tools to make marks</p> <p>Activity:</p> <p>Use different grades of pencils to make lines, circles, dots</p> <p>Model how to create these marks, children copy</p>	<p>L. O I can draw lines, shapes, and patterns to show my ideas.Activity:</p> <p>Offer a selection of chalk</p> <p>Charcoal, pencils.</p> <p>Children select tools and</p> <p>Infill the outline of a wave</p>	<p>L. O I can draw lines, shapes, and patterns to show my ideas.</p> <p>Activity:</p> <p>Offer a selection of chalk</p> <p>Charcoal, pencils.</p> <p>Children select tools and</p> <p>Infill the outline of a wave</p>

	<p>Topic: Running</p> <p>Intent: Improve their running skills, including speed, endurance, and technique</p> <p>Body control</p> <p>EYFS I can run in free play</p> <p>I can start and stop safely and in control</p> <p>I can run in rhythm through simple games i.e. start and stop games.</p> <p>KS1 I can experiment with different speeds, directions, and levels.</p>					
<p>PE</p> 	Running games at playtimes	<i>Running games at playtimes</i>	<i>Running games at playtimes</i>	Running games at playtimes	Running games at playtimes	Running games at playtimes
	<p>EYFS Travel Skills</p> <p>I can follow a very simple journey routine with support (e.g., walking to the playground or hall).</p> <p>I can walk safely in a small group, keeping together and aware of surroundings.</p>					
 <p>Out and About</p>	<p>Walking in the community to the shops and library</p> <p>Forrest school Fridays 1- 2pm</p>	<p>Walking in the community to the shops and library</p> <p>Focus : walking on the pavement and</p> <p>Noting aspects of the environment</p>	<p>Walking in the community to the shops and library</p> <p>Focus : walking on the pavement and</p> <p>Noting aspects of the environment.</p>	<p>Walking in the community to the shops and library</p> <p>Focus : walking on the pavement and</p> <p>Noting aspects of the environment.</p>	<p>Walking in the community to the shops and library</p> <p>Focus : walking on the pavement and</p> <p>Noting aspects of the environment.</p>	<p>Walking in the community to the shops and library</p> <p>Focus : walking on the pavement and</p> <p>Noting aspects of the Environment</p>

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