


Halesbury School
Medium Term Planning – Summer 2

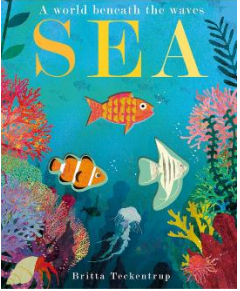
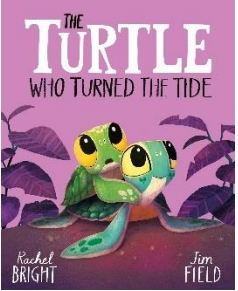
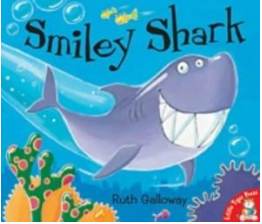
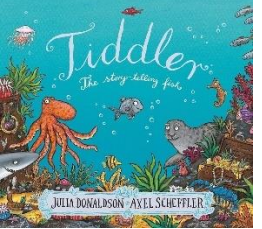
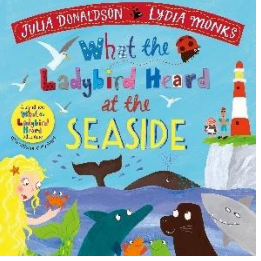
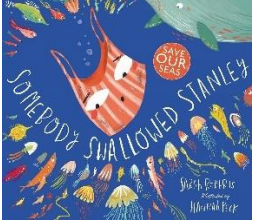
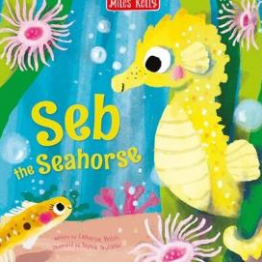
Class: Caterpillar

Topic: Seaside

Area of Learning	Week 1 Date: Monday 1 st June	Week 2 Date: Monday 8 th June	Week 3 Date: Monday 15 th June	Week 4 Date: Monday 22 nd June	Week 5 Date: Monday 29 th June	Week 6 Date: Monday 6 th July	Week 7 Date: Monday 13 th July
My Independence	<p>3-day week only (weds-Friday only)</p> <p>Topic: Shopping</p> <p>Skill: Understanding environmental scenarios (C&L – U 1-3)</p> <p>(U R3) Understands different situations - able to follow routine events and activities using nonverbal cues.</p> <p><i>Progression Ladder: EYFS – Auditory and Visual: Range 3: Auditory: I can understand simple instructions.</i></p> <p>Activity: Bingo board (Where's the apple? Where is the orange?)</p>	<p>Topic: Shopping</p> <p>Skill: Understanding environmental scenarios (C&L – U 1-3)</p> <p>(U R3) Understands different situations - able to follow routine events and activities using nonverbal cues.</p> <p><i>Progression Ladder: EYFS – Auditory and Visual: Range 3: Auditory: I can understand simple instructions.</i></p> <p>Activity: Bingo board (Where's the apple? Where is the orange?)</p>	<p>Topic: Shopping</p> <p>Skill: Understanding environmental scenarios (C&L – U 1-3)</p> <p>(U R3) Understands different situations - able to follow routine events and activities using nonverbal cues.</p> <p><i>Progression Ladder: EYFS – Auditory and Visual: Range 3: Auditory: I can understand simple instructions.</i></p> <p>Activity: Bingo board (Where's the apple? Where is the orange?)</p>	<p>Topic: Shopping</p> <p>Skill: Understanding environmental scenarios (C&L – U 1-3)</p> <p>(U R3) Understands different situations - able to follow routine events and activities using nonverbal cues.</p> <p><i>Progression Ladder: EYFS – Auditory and Visual: Range 3: Auditory: I can understand simple instructions.</i></p> <p>Activity: Role play shop (Where's the apple? Where is the orange?)</p>	<p>Topic: Shopping</p> <p>Skill: Understanding environmental scenarios (C&L – U 1-3)</p> <p>(U R3) Understands different situations - able to follow routine events and activities using nonverbal cues.</p> <p><i>Progression Ladder: EYFS – Auditory and Visual: Range 3: Auditory: I can understand simple instructions.</i></p> <p>Activity: Role play shop (Where's the apple? Where is the orange?)</p>	<p>Topic: Shopping</p> <p>Skill: Understanding environmental scenarios (C&L – U 1-3)</p> <p>(U R3) Understands different situations - able to follow routine events and activities using nonverbal cues.</p> <p><i>Progression Ladder: EYFS – Auditory and Visual: Range 3: Auditory: I can understand simple instructions.</i></p> <p>Activity: Colour in the picture of choice (Where's the apple? Where is the orange?)</p>	<p>3-day week (mon-weds only)</p> <p>Topic: Shopping</p> <p>Skill: Understanding environmental scenarios (C&L – U 1-3)</p> <p>(U R3) Understands different situations - able to follow routine events and activities using nonverbal cues.</p> <p><i>Progression Ladder: EYFS – Auditory and Visual: Range 3: Auditory: I can understand simple instructions.</i></p> <p>Activity: Colour in the picture of choice (Where's the apple? Where is the orange?)</p>

Cooking

	<p>Topic: Bread</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: EYFS - Sensory and Exploration: Range 4:</i> Sensory: <i>I can participate in sensory play deliberately (sand, water, playdough).</i></p> <p>Activity: Play with bread crumbs</p>	<p>Topic: Bread</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: EYFS - Sensory and Exploration: Range 4:</i> Sensory: <i>I can participate in sensory play deliberately (sand, water, playdough).</i></p> <p>Activity: Play with flour</p>	<p>Topic: Bread</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: EYFS - Sensory and Exploration: Range 4:</i> Sensory: <i>I can participate in sensory play deliberately (sand, water, playdough).</i></p> <p>Activity: Play with water</p>	<p>Topic: Bread</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: EYFS - Sensory and Exploration: Range 4:</i> Sensory: <i>I can participate in sensory play deliberately (sand, water, playdough).</i></p> <p>Activity: Play with salt</p>	<p>Topic: Bread</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: EYFS - Sensory and Exploration: Range 4:</i> Sensory: <i>I can participate in sensory play deliberately (sand, water, playdough).</i></p> <p>Activity: Play with dough</p>	<p>Topic: Bread</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: EYFS - Sensory and Exploration: Range 4:</i> Sensory: <i>I can participate in sensory play deliberately (sand, water, playdough).</i></p> <p>Activity: Play with bread</p>	<p>Topic: Bread</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: EYFS - Sensory and Exploration: Range 4:</i> Sensory: <i>I can participate in sensory play deliberately (sand, water, playdough).</i></p> <p>Activity: Make a bear using bread</p> 
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Communication and Language	<p>Topic: Fiction – Seaside</p> <p>Story – SEA - A World Beneath the Waves</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Seaside</p> <p>Story – The Turtle who Turned the Tide</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Seaside</p> <p>Story – Smiley Shark</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Seaside</p> <p>Story – Tiddler</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Seaside</p> <p>Story – What the Ladybird Heard at the Seaside</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Seaside</p> <p>Story – Somebody Swallowed Stanley</p>  <p>Individual STAR targets</p>	<p>Topic: Fiction – Seaside</p> <p>Story – Seb the Seahorse</p>  <p>Individual STAR targets</p>
	Number and Problem Solving	<p>Topic: Time and Money</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Time and Money</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Time and Money</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Time and Money</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Time and Money</p> <p>Individual STAR targets</p> <p>See separate planning</p>	<p>Topic: Time and Money</p> <p>Individual STAR targets</p> <p>See separate planning</p>

World Around Us	Subject: IT	Subject: IT	Subject: IT	Subject: IT	Subject: IT	Subject: IT	Subject: IT
	Topic: Cause and Effect	Topic: Cause and Effect	Topic: Cause and Effect	Topic: Cause and Effect	Topic: Cause and Effect	Topic: Cause and Effect	Topic: Cause and Effect
	Skill: Develop a sense of objects. (TW Range 1-3)	Skill: Develop a sense of objects. (TW Range 1-3)	Skill: Develop a sense of objects. (TW Range 1-3)	Skill: Develop a sense of objects. (TW Range 1-3)	Skill: Develop a sense of objects. (TW Range 1-3)	Skill: Develop a sense of objects. (TW Range 1-3)	Skill: Develop a sense of objects. (TW Range 1-3)
	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. (T R3)	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. (T R3)	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. (T R3)	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. (T R3)	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. (T R3)	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. (T R3)	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. (T R3)
	<i>Progression Ladder: EYFS – Sensory and Exploration: Range 3: Sensory: I can explore toys in multiple ways (pushing, pulling, spinning)</i>	<i>Progression Ladder: EYFS – Sensory and Exploration: Range 3: Sensory: I can explore toys in multiple ways (pushing, pulling, spinning)</i>	<i>Progression Ladder: EYFS – Sensory and Exploration: Range 3: Sensory: I can explore toys in multiple ways (pushing, pulling, spinning)</i>	<i>Progression Ladder: EYFS – Sensory and Exploration: Range 3: Sensory: I can explore toys in multiple ways (pushing, pulling, spinning)</i>	<i>Progression Ladder: EYFS – Sensory and Exploration: Range 3: Sensory: I can explore toys in multiple ways (pushing, pulling, spinning)</i>	<i>Progression Ladder: EYFS – Sensory and Exploration: Range 3: Sensory: I can explore toys in multiple ways (pushing, pulling, spinning)</i>	<i>Progression Ladder: EYFS – Sensory and Exploration: Range 3: Sensory: I can explore toys in multiple ways (pushing, pulling, spinning)</i>
	Activity: Explore play with a cause and effect toy.	Activity: Explore play with a cause and effect toy	Activity: Explore play with a cause and effect toy	Activity: Explore play with a cause and effect toy	Activity: Explore play with a cause and effect toy	Activity: Explore play with a cause and effect toy	Activity: Explore play with a cause and effect toy

PSHE	<p>Topic: Health</p> <p>Skill: Increase independence of self-health care. (H&SC R1 - 3)</p> <p>(H&SC R3) Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.</p> <p><i>Progression Ladder: EYFS – Physical Development: Range 4: Fine Motor: I can begin simple self-care (dressing, washing hands).</i></p> <p>Activity: Take off and put t-shirt on</p>	<p>Topic: Health</p> <p>Skill: Increase independence of self-health care. (H&SC R1 - 3)</p> <p>(H&SC R3) Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.</p> <p><i>Progression Ladder: EYFS – Physical Development: Range 4: Fine Motor: I can begin simple self-care (dressing, washing hands).</i></p> <p>Activity: Take off and put on jumper</p>	<p>Topic: Health</p> <p>Skill: Increase independence of self-health care. (H&SC R1 - 3)</p> <p>(H&SC R3) Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.</p> <p><i>Progression Ladder: EYFS – Physical Development: Range 4: Fine Motor: I can begin simple self-care (dressing, washing hands).</i></p> <p>Activity: Take off and put on socks</p>	<p>Topic: Health</p> <p>Skill: Increase independence of self-health care. (H&SC R1 - 3)</p> <p>(H&SC R3) Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.</p> <p><i>Progression Ladder: EYFS – Physical Development: Range 4: Fine Motor: I can begin simple self-care (dressing, washing hands).</i></p> <p>Activity: Take off and put on shoes</p>	<p>Topic: Health</p> <p>Skill: Increase independence of self-health care. (H&SC R1 - 3)</p> <p>(H&SC R3) Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.</p> <p><i>Progression Ladder: EYFS – Physical Development: Range 4: Fine Motor: I can begin simple self-care (dressing, washing hands).</i></p> <p>Activity: Take off and put on trousers</p>	<p>Topic: Health</p> <p>Skill: Increase independence of self-health care. (H&SC R1 - 3)</p> <p>(H&SC R3) Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.</p> <p><i>Progression Ladder: EYFS – Physical Development: Range 4: Fine Motor: I can begin simple self-care (dressing, washing hands).</i></p> <p>Activity: Wash and dry hands</p>	<p>Topic: Health</p> <p>Skill: Increase independence of self-health care. (H&SC R1 - 3)</p> <p>(H&SC R3) Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.</p> <p><i>Progression Ladder: EYFS – Physical Development: Range 4: Fine Motor: I can begin simple self-care (dressing, washing hands).</i></p> <p>Activity: Wash and dry face</p>
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Music

Rhythm Time every Thursday with Miss Vicky 1:00-1:30pm



EYFS students will have weekly music sessions delivered by the company Rhythm Time



EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.

Progression Ladder:

EYFS - Auditory and Visual: Range 3: Auditory:

I enjoy songs, rhymes and repetitive sounds.

Creative

	<p>Topic: Cause and Effect Tools</p> <p>Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p>(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p>Activity: Make a jellyfish</p> 	<p>Topic: Cause and Effect Tools</p> <p>Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p>(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p>Activity: Make a turtle using a paper plate</p> 	<p>Topic: Cause and Effect Tools</p> <p>Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p>(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p>Activity: Paint water for shark</p> 	<p>Topic: Cause and Effect Tools</p> <p>Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p>(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p>Activity: Make a pufferfish</p> 	<p>Topic: Cause and Effect Tools</p> <p>Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p>(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p>Activity: Make a beach scene</p> 	<p>Topic: Cause and Effect Tools</p> <p>Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p>(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p>Activity: Paint over a whale picture</p> 	<p>Topic: Cause and Effect Tools</p> <p>Skill: Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration.</p> <p>(CwM R3) Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p><i>Progression Ladder: EYFS - Sensory and Exploration: Range 4: Sensory: I can begin to combine sensory experiences creatively.</i></p> <p>Activity: Make a seahorse</p> 
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PE	<p>Topic: Moving with Purpose</p>	<p>Topic: Moving with Purpose</p>	<p>Topic: Moving with Purpose</p>	<p>Topic: Moving with Purpose</p>	<p>Topic: Moving with Purpose</p>	<p>Topic: Moving with Purpose</p>	<p>Topic: Moving with Purpose</p>	
	<p>Skill: To be able to move in different ways. (PD R2-4)</p>	<p>Skill: To be able to move in different ways. (PD R2-4)</p>	<p>Skill: To be able to move in different ways. (PD R2-4)</p>	<p>Skill: To be able to move in different ways. (PD R2-4)</p>	<p>Skill: To be able to move in different ways. (PD R2-4)</p>	<p>Skill: To be able to move in different ways. (PD R2-4)</p>	<p>Skill: To be able to move in different ways. (PD R2-4)</p>	<p>Skill: To be able to move in different ways. (PD R2-4)</p>
	<p><i>Progression Ladder: EYFS - Physical Development: Range 4: Gross Motor: I can run confidently, stop and start.</i></p>	<p><i>Progression Ladder: EYFS - Physical Development: Range 4: Gross Motor: I can run confidently, stop and start.</i></p>	<p><i>Progression Ladder: EYFS - Physical Development: Range 4: Gross Motor: I can jump with both feet.</i></p>	<p><i>Progression Ladder: EYFS - Physical Development: Range 4: Gross Motor: I can jump with both feet.</i></p>	<p><i>Progression Ladder: EYFS - Physical Development: Range 4: Gross Motor: I can pedal a tricycle.</i></p>	<p><i>Progression Ladder: EYFS - Physical Development: Range 4: Gross Motor: I can pedal a tricycle.</i></p>	<p><i>Progression Ladder: EYFS - Physical Development: Range 4: Gross Motor: I can pedal a tricycle.</i></p>	<p><i>Progression Ladder: EYFS - Physical Development: Range 4: Gross Motor: I can pedal a tricycle.</i></p>
	<p>Activity: Run</p>	<p>Activity: Run</p>	<p>Activity: Jump</p>	<p>Activity: Jump</p>	<p>Activity: Pedal a tricycle</p>	<p>Activity: Pedal a tricycle</p>	<p>Activity: Pedal a tricycle</p>	<p>Activity: Pedal a tricycle</p>