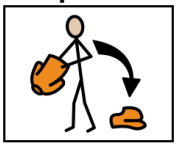
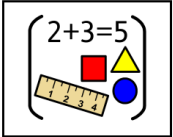
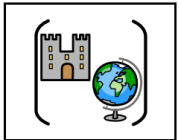


## Halesbury School

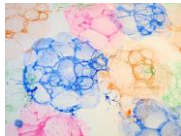
### Medium Term Planning

| Class:             |                                                                                                             | Hedgehog  |                                                                                                                                                                                                                                          | Topic:                                                                                                                                                                                                                      |                                                                                                                                                                                             |                                                                                                                                                                                                                                           | Seaside                                                                                                                                                                                                                                                                                                                  |                                          |  |
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| Area of Learning   |                                                                                                             | Week 1<br>Date:<br>1 <sup>st</sup> June                                                    | Week 2<br>Date:<br>8 <sup>th</sup> June                                                                                                                                                                                                  | Week 3<br>Date:<br>15 <sup>th</sup> June                                                                                                                                                                                    | Week 4<br>Date:<br>22 <sup>nd</sup> June                                                                                                                                                    | Week 5<br>Date:<br>29 <sup>th</sup> June                                                                                                                                                                                                  | Week 6<br>Date:<br>6 <sup>th</sup> July                                                                                                                                                                                                                                                                                  | Week 7<br>Date:<br>13 <sup>th</sup> July |  |
| Independent Living | <b>My Independence</b><br> | Settling in activities into New Classroom                                                  | Role play shopping<br><br><b>To be able to demonstrate an understanding of the concept of transaction with support (e.g. by exchanging a coin for an item)</b><br><br><i>I can begin simple problem-solving through trial and error.</i> | Role play shopping<br><br><b>To be able to demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item)</b><br><br><i>I can begin simple problem-solving through trial and error.</i> | Making physical shopping lists<br><br><b>To be able to create a shopping list with physical items "I want..."</b><br><br><i>I can begin simple problem-solving through trial and error.</i> | Using shopping list to buy items from role play shop<br><br><b>To be able to find matching items off my photo shopping list to buy from the role play shop.</b><br><br><i>I can begin simple problem-solving through trial and error.</i> | Visit to the supermarket with our shopping list<br><br><b>To be able to find matching items off my photo shopping list in the supermarket and with support to complete a transaction to buy them.</b><br><br><i>I can watch my surroundings with curiosity.</i><br><br><i>I can walk to investigate my surroundings.</i> | <b>End of Term activities</b>            |  |
|                    |                                                                                                             |                                                                                            |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                             |                                                                                                                                                                                             |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                          |                                          |  |

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|                               | <b>Cooking</b><br>                      |  | <b>Bread</b><br>Exploring the basic ingredients of bread – flour, warm water<br><br><b>To be able to use a range of senses to explore the basic ingredients of bread</b><br><br><i>I can show preferences for certain sensory experiences (textures, sounds, smells).</i><br><br><i>I can explore objects using my hands and mouth</i> | <b>Bread</b><br>Exploring bread – what does it feel like? What can we do with it?<br><br><b>To be able to explore what we can do with bread (breadcrumbs, cut, bend, rolls, cut shapes, toast it)</b><br><br><i>I can show curiosity and persistence when investigating new objects or activities.</i> | <b>Bread</b><br>Taste testing bread and toast<br><br><b>To be able to express my likes and dislikes on different types of bread and toast</b><br><br><i>I can show preferences for certain sensory experiences (textures, sounds, smells).</i> | <b>Bread</b><br>Following simple instructions to make rainbow bread<br><br><br><br><i>I can understand simple instructions.</i><br><br><i>I can watch and imitate actions visually</i><br><br><i>I can use tools or objects to achieve goals</i> | <b>Bread</b><br>Following simple instructions to make bread rolls<br><br><i>I can understand simple instructions.</i><br><br><i>I can watch and imitate actions visually</i><br><br><i>I can use tools or objects to achieve goals</i> |  |  |
| <b>Education + Employment</b> | <b>Communication and Language</b><br> |  | <b>Pip and Posy at the Seaside</b><br><br><b>To be able to show anticipation about what is going to</b>                                                                                                                                                                                                                                | <b>Pip and Posy at the Seaside</b>                                                                                                                                                                                                                                                                     | <b>We're going on a Treasure Hunt</b><br><br><b>I can listen, attend and follow a familiar/favourite</b>                                                                                                                                       | <b>We're going on a Treasure Hunt</b><br><br><b>I can listen, attend and follow a familiar/favourite</b>                                                                                                                                                                                                                            | <b>Look what I found at the Seaside</b><br><br><b>I can match pictures/symbols to their physical objects</b>                                                                                                                           |  |  |

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|                                  |                                                                                                                        |  | happen in a story.                                                                                                                                                                              |                                                                                                                                                                                                 | story for a short time.                                                                                                                                                                         | story for a short time.                                                                                                                                                                         |                                                                                                                                                                                                 |  |  |
|                                  | <b>Number and Problem Solving</b><br> |  | <b>Time and Money</b><br><br>To be able to associate a sequence of actions with daily routines                                                                                                  | <b>Time and Money</b><br><br>To be able to associate a sequence of actions with daily routines                                                                                                  | <b>Time and Money</b><br><br>To be able to predict what comes next in a familiar rhyme                                                                                                          | <b>Time and Money</b><br><br>To be able to predict what comes next in a familiar rhyme                                                                                                          | <b>Time and Money</b><br><br>To be anticipate specific times of the day eg: home time, dinner time                                                                                              |  |  |
| <b>Community + Relationships</b> | <b>World Around Us</b><br>            |  | <i>Taught during ICT</i><br><br>Seaside and water play sensory tray                                                                                                                             | <i>Taught during ICT</i><br><br>Ice Cream sensory tray                                                                                                                                          | <i>Taught during ICT</i><br><br>Rockpool sensory tray<br><br>Foot spa                                                                                                                           | <i>Taught during ICT</i><br><br>Sunshine summer jelly sensory tray                                                                                                                              | <i>Taught during ICT</i><br><br>Seaside afternoon with paddling pool and sand                                                                                                                   |  |  |
|                                  | <b>PHSE</b><br>                     |  | <b>Health and Self-Care</b><br><br>Fun with food – exploring and tolerating a range of healthy foods and textures<br><br>Hand washing routine before meal times and after intimate care changes | <b>Health and Self-Care</b><br><br>Fun with food – exploring and tolerating a range of healthy foods and textures<br><br>Hand washing routine before meal times and after intimate care changes | <b>Health and Self-Care</b><br><br>Fun with food – exploring and tolerating a range of healthy foods and textures<br><br>Hand washing routine before meal times and after intimate care changes | <b>Health and Self-Care</b><br><br>Fun with food – exploring and tolerating a range of healthy foods and textures<br><br>Hand washing routine before meal times and after intimate care changes | <b>Health and Self-Care</b><br><br>Fun with food – exploring and tolerating a range of healthy foods and textures<br><br>Hand washing routine before meal times and after intimate care changes |  |  |

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|                          |                                                                                                 |  | <p>To begin to show characteristics from the 32 steps to eating to new foods</p> <p>To be able to wash our hands following a prompt (verbal, visual, physical)</p> | <p>To begin to show characteristics from the 32 steps to eating to new foods</p> <p>To be able to wash our hands following a prompt (verbal, visual, physical)</p> | <p>To begin to show characteristics from the 32 steps to eating to new foods</p> <p>To be able to wash our hands following a prompt (verbal, visual, physical)</p> | <p>To begin to show characteristics from the 32 steps to eating to new foods</p> <p>To be able to wash our hands following a prompt (verbal, visual, physical)</p> | <p>To begin to show characteristics from the 32 steps to eating to new foods</p> <p>To be able to wash our hands following a prompt (verbal, visual, physical)</p> |  |  |
| Health<br>+<br>Wellbeing | <p>Music</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>Introduce choice games on HelpKidzLearn</p> <p>To be able to engage with simple two choice games</p>                                                            | <p>Introduce choice games on HelpKidzLearn</p> <p>To be able to engage with simple two choice games</p>                                                            | <p>Introduce choice games on HelpKidzLearn</p> <p>To be able to engage with simple two choice games to</p>                                                         | <p>Introduce choice games on HelpKidzLearn</p> <p>To be able to engage with simple multiple-choice games to</p>                                                    | <p>Making choice games on HelpKidzLearn</p> <p>To be able to engage with simple multiple-choice games to</p>                                                       |  |  |

|  |                                                                                                      |  |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                       |  |  |
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|  |                                                                                                      |  | <p><b>to create a response when the screen is touched on a specific object.</b></p> <p><i>I can begin simple problem-solving through trial and error.</i></p> <p><i>I can show preferences for certain sensory experiences.</i></p>                                     | <p><b>to create a response when the screen is touched on a specific object.</b></p> <p><i>I can begin simple problem-solving through trial and error.</i></p> <p><i>I can show preferences for certain sensory experiences.</i></p> | <p><b>create a response when the screen is touched on a specific object.</b></p> <p><i>I can begin simple problem-solving through trial and error.</i></p> <p><i>I can show preferences for certain sensory experiences.</i></p>               | <p><b>create a response when the screen is touched on a specific object.</b></p> <p><i>I can begin simple problem-solving through trial and error.</i></p> <p><i>I can show preferences for certain sensory experiences.</i></p>                                               | <p><b>create a response when the screen is touched on a specific object.</b></p> <p><i>I can begin simple problem-solving through trial and error.</i></p> <p><i>I can show preferences for certain sensory experiences.</i></p>                                      |  |  |
|  | <p><b>Art</b></p>  |  | <p><b>Cause and Effect Tools</b></p> <p>Paint splat painting</p>  <p><i>I can begin to combine sensory experiences creatively.</i></p> <p><i>I can experiment with cause-and-</i></p> | <p><b>Cause and Effect Tools</b></p> <p>Bubble wrap stomp painting</p>  <p><i>I can begin to combine sensory experiences creatively.</i></p>     | <p><b>Cause and Effect Tools</b></p> <p>Ice Painting – frozen paints and painting ice with water colours</p>  <p><i>I can begin to combine sensory</i></p> | <p><b>Cause and Effect Tools</b></p> <p>Cling film painting</p>  <p><i>I can begin to combine sensory experiences creatively.</i></p> <p><i>I can experiment with cause-and-effect</i></p> | <p><b>Cause and Effect Tools</b></p> <p>Bubble painting<br/><b>Adults to support blowing of bubbles</b></p>  <p><i>I can begin to combine sensory experiences creatively.</i></p> |  |  |

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|  |                                                                                                             |                                                                                                                                                       | <i>effect through touch, shaking, or banging.</i>                                                                                                                                                                                                                                                                     | <i>I can experiment with cause-and-effect through touch, shaking, or banging.</i>                                                                                                                                                                                                                                     | <i>experiences creatively.</i><br><br><i>I can scribble with mark markers.</i>                                                                                                                                                                                                                                                                                     | <i>through touch, shaking, or banging.</i><br><br><i>I can participate in sensory play deliberately.</i>                                                                                                                                                                                                                                                           | <i>I can experiment with cause-and-effect through touch, shaking, or banging.</i><br><br><i>I can participate in sensory play deliberately.</i>                                                                                                                                                                                                                    |  |
|  | <div>PE</div> <div></div> | <div></div> <div>Forest School<br/>Friday<br/>9.30am – 10.30am</div> | <div><b>Moving with purpose (Sports day activities)</b></div> <div>Hoop race, running race, bean bag race, relay, jumping races, egg and spoon (ball pit ball on spoon), obstacle race (benches and tunnels), throwing competition, space hopper race</div> <div><i>I can run confidently, stop, and start.</i></div> | <div><b>Moving with purpose (Sports day activities)</b></div> <div>Hoop race, running race, bean bag race, relay, jumping races, egg and spoon (ball pit ball on spoon), obstacle race (benches and tunnels), throwing competition, space hopper race</div> <div><i>I can run confidently, stop, and start.</i></div> | <div><b>Moving with purpose (Sports day activities)</b></div> <div>Hoop race, running race, bean bag race, relay, jumping races, egg and spoon (ball pit ball on spoon), obstacle race (benches and tunnels), throwing competition, space hopper race</div> <div><i>I can run confidently, stop, and start.</i></div> <div><i>I can jump with both feet.</i></div> | <div><b>Moving with purpose (Sports day activities)</b></div> <div>Hoop race, running race, bean bag race, relay, jumping races, egg and spoon (ball pit ball on spoon), obstacle race (benches and tunnels), throwing competition, space hopper race</div> <div><i>I can run confidently, stop, and start.</i></div> <div><i>I can jump with both feet.</i></div> | <div><b>Moving with purpose (Sports day activities)</b></div> <div>Hoop race, running race, bean bag race, relay, jumping races, egg and spoon (ball pit ball on spoon), obstacle race (benches and tunnels), throwing competition, space hopper race</div> <div><i>I can run confidently, stop, and start.</i></div> <div><i>I can jump with both feet.</i></div> |  |

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|  |  |  | <p><i>I can jump with both feet.</i></p> <p><i>I can throw and catch a ball with some accuracy.</i></p>  <p><b>Forest School</b><br/><b>Friday 9.30am – 10.30am</b></p> | <p><i>I can jump with both feet.</i></p> <p><i>I can throw and catch a ball with some accuracy.</i></p>  <p><b>Forest School</b><br/><b>Friday 9.30am – 10.30am</b></p> | <p><i>I can throw and catch a ball with some accuracy.</i></p>  <p><b>Forest School</b><br/><b>Friday 9.30am – 10.30am</b></p> | <p><i>I can throw and catch a ball with some accuracy.</i></p>  <p><b>Forest School</b><br/><b>Friday 9.30am – 10.30am</b></p> | <p><i>I can throw and catch a ball with some accuracy.</i></p>  <p><b>Forest School</b><br/><b>Friday 9.30am – 10.30am</b></p> |  |  |
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