**LIVING THINGS-OURSELVES – SUMMER TERM 2024 (MEDIUM TERM PLAN)**

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| **PSED**  Ourselves – our family/pets, our body, our feelings, our friends, our favourite things – create ‘All about me’ book/poster  Look at photographs of ourselves over time – from baby to present  Explore emotions through circle-time and focused sessions on emotions – happy, sad, angry, tired, scared, hot, cold, poorly  Outdoor Role play –turn taking, sharing, being kind to each other and our environment  Turn taking and sharing during group activities and child initiated learning – friendship focused sessions/friendship awards  Celebrating other’s achievements and group achievements of Forest class  Continual update of ‘WOW wall’ – photographs of pupils doing great things and display each week’s certificates  Body Maps – knowing parts of the body –label with photographs/symbols  Weekly PSHE sessions – exploring emotions, learning to self-regulate, tolerating medical equipment, dressing skills and recognising clothing for different seasons  Turn taking during outside play, ball pool and park sessions when exploring equipment  ‘I can…’ statements related to personal care/self-help skills and movement  Find photographs of class members hidden in lucky dip  Create faces using playdoh onto face template  Celebrate events important to us – birthdays, significant achievements  Zones of regulation boards  Explore our senses | **CL**  Work on current SALT targets set by speech and language therapist  Individual Music therapy sessions with Brooke  Communication skills work – individual and group  Phonics Phase 1 activities – weekly session  Group discussions with the support of OOR, symbols, photographs, signing & switches to explore feelings, ideas, comparisons  Singing rhymes and songs encouraging active listening and participation with switch support (see literacy section)  Listening opportunities – tape recorder & story tapes and music (use for playtime choice); following simple instructions  Work on selecting familiar objects by name – relating activity to everyday objects as well as those related to the topic  Developing choice skills at all levels within all areas of learning  Photograph choice board for free time – toys/songs/pupils  Developing communication and language skills through role play and group activities in the inside and outside classroom  Group nursery rhyme singalong – exchange symbol/photographs from choice to request rhyme  Communicating preferences – like/dislike food items pictures  Concept symbols cards to support daily learning i.e. on/off, in/out, hot/cold  Individual pupils have own communication books –  Individual pupils- TacPac/HandyPac/ Intensive interaction – PS, BB  **Key Words –** Eat, taste, smell, touch, feel, help, facial and body parts, on top/under, in front/behind, next to, in/out, forwards/backwards,  I can, you can, family, pets, friends, favourite, choose, share, healthy, shadow, feelings, animals, farm, farmer |
| **Evaluation and Comments** | **Evaluation and Comments** |
| **PD**  PE - small apparatus, throwing, kicking, catching; working on athletics skills and team games e.g. relay races – Sports Day Preparations  Games – ‘Simon Says’, ‘Follow my leader’, ‘Musical statues’ ‘Size movements’, ‘Beans’.  Complete challenges within a time period i.e. how many jumps can you do in a minute, how many times can you catch a ball.  Explore movement obstacle course  Encourage the use and handling of different tools and pieces of equipment to support EAD and UW eg brushes, rollers, printers, knife, fork, spoon, scissors, glue sticks  Dough disco sessions to develop fine motor skills- rolling, stretching, prodding, squeezing, splatting  Create sequences of movements- daily movement activity  Parachute games incorporating size e.g. rolling different sized balls around the parachute singing ‘One small ball is rolling round’ (tune of Here we go round the mulberry bush) - add more sizes and change words  Make clay, salt or modelling dough shapes using a variety of manipulative techniques such as squeezing, rolling and sculpting  Explore simple dance related to celebrations – May Day, Shavuot  Faces lacing cards –use wool, ribbon, pipe cleaners  Construction activities | **L**  **Stories** – ‘I Like Myself’, ‘This is the bear’, ‘The Three Billy Goats Gruff’, ‘Only One You’, ‘The Rainbow Fish’, ‘Oliver’s Vegetables’, ‘The Haircut – Bag book’, ‘Eyes, nose, cheeky chin – Busy Bag’ and various Peppa Pig Episodes – related to topic/maths focus  Non-fiction books based on the class topic of Ourselves/Living things  **Songs and Rhymes** – Various Nursery Rhymes including – ‘If you’re happy and you know it’, ‘Head, shoulders, knees and toes’, ‘This little piggy went to market’, ‘1,2,3,4,5 Once I caught a fish alive’.  Various songs on YouTube related to topic including ‘Five senses-The Kilbloomers’, ‘Body Parts song for kids – Elf Learning’, ‘How many fingers – Super Simple Songs’  Games – ‘Simon Says’, ‘Follow my leader’, ‘Musical statues’, ’Body Percussion’  Dramatization of key stories of the fortnight encouraging anticipation and participation.  Class role play of ‘The Rainbow Fish’, ‘Three Billy Goats Gruff’  Library visits – library visits with pupils weekly – encouraging sharing of books with families and building a love of stories and books – reading for pleasure  Mark making using variety of materials – ‘Squiggle while you wiggle’  ‘Sign’ their names in cards  Initial letter sounds of their names  Daily morning mark making opportunities  Daily CBeebies storytime |
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| **M**  Develop skills to play games in small groups  Focus this term – number, size and positional/directional language – various activities including shape and number hunts  One to one matching boards/shape themed puzzles  Matching numbered birthday cards to the correct cupcake and candles/balloons  Songs and rhymes linked to numeracy to encourage counting forwards and backwards 1-10/20  Explore rhyme – 10 Little Fingers, ten little toes  Cracker Dice – create cracker dice- count dots, matching and recognising dice patterns  Focus number of the week – songs and rhymes related to the number, focus number reward bubbles – ‘Star of session’, mark making and counting out objects- focus number, ordering number mats, movement actions/banging the drum – focus number.  Focus- positional and directional language – on top/under, in front/behind, next to, in/out, forwards/backwards etc…  Number hopscotch 1-10/20  Size hunt – inside and outside  Sorting object by size into small and big hoops  Measure, compare and make graphs/charts of class members heights, feet size, hair colour, boys/girls, glasses/no glasses  Compare sizes of past and present clothing, child/adult clothing  How many foam bricks go around each body outline?  Draw around class members feet, cut out and order by size (pupils and staff) | **UW**  Cooking and Nutrition – exploration and tasting session visit from Sheena (Tesco) – topic related – Healthy Eating  Make cakes and choose different topping/icing colour  Make healthy snacks including fruit kebabs. fruit salad, fruit smoothie, create vegetable faces, apple boats  Explore mirrors and reflections – inside and outside  Shadow play/draw around our shadows  Keeping safe – washing hands, wearing sun cream/sun hats  Celebrate Father’s Day/May day – create cards and gifts  Learn about our favourite pets  Learn about Jewish celebration of Shavuot – explore wheat, go on flower hunt, hold fruit ripening experiment over a week, cut fruit into Star of David  Create ‘touch and feel’ buckets to explore story of ‘The Rainbow Fish’  Make snack safely – sandwich – choose favourite filling  Explore sensory trays with hands and feet – sand, water, shaving foam, jelly, cotton wool, mud etc…  Create sensory feely bag with favourite items  Choose favourite flowers to grow from selection of seeds  Explore dressing up in clothes suitable for different seasons – Summer  Explore making hand/footprints with water – watch them disappear  Technology – use Education City, Espresso, Helpkidslearn, Internet to explore the topic of colours; listen to music linked to different festivals and to download colourful images; learn how to use the 2paint program to create computer generated images; enjoying and focussing on coloured patterns on the white wall and/or umbrella in the sensory room, explore sensory carpet; develop switch work using switch progression charts, use of mouse/keyboard - chooseitmaker  Control remote controlled cars/toys |
| **Evaluation and Comments** | **Evaluation and Comments** |
| **EAD**  Musical Interpretation – Tumble Tots, Putumayo cultural music, Holistic Music, YouTube downloads  Exploring colour, texture, shape, form and space in two and three dimensions  Make props for stories – act out the story and using instruments to add music  Create flowers for our Summer display  Make Father’s Day cards and gifts (possible idea – ‘This is the hand you used to hold’ craft)  Make sensory scales from different materials – link to Rainbow Fish  Draw around body – decorate template  Explore hand and feet printing – one finger print on each finger of hand  Copy/create sequences with body percussion i.e. clap, stamp, clap  Create hand/footprints in clay  Create flowers, Star of David to celebrate Shavuot  Make paper bag puppets – explore different emotions/facial parts  Rhythm sticks sessions  Explore mood music, play instruments to express how you are feelings  Create mirrors from tinfoil and card – decorate edges  Create faces on paper plate –stick on facial features in right place  Bear paper plate craft | **EXTRA TOPICS/EVENTS/SMSC/OUTDOOR**  23rd April- St George’s Day  11-13th June- Shavuot ( Jewish Festival)  16th June – Father’s Day  OUTDOOR ENHANCEMENTS  Family and animals stick puppets in the sand pit  Farm animals in sand pit and water tray  Put dolls outside and clothes for dressing them ( Pram, to take babies on a walk?) – weather permitting  Draw numbered footprints with chalk  Draw chalk faces for the pupils to add facial features too  Dressing up clothes – people who help us |
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Visits: – South Park (PD, UW, CL) also to see the ducks in their natural habitat, Library visits to borrow and exchange books, trips out to local amenities- various parks, Teddy bears picnic at a park/chosen area of school grounds