

The Dales School – Lower School – Medium term Plan

Class: Blyth	Term: Spring Term 1	Theme/big idea: Stop and Go
Key questions: What's happening now and next? what day is it? What time is it?	Vocabulary: (Including Makaton) Ready, steady, go! Stop, start, clock, tick tock, o'clock, days of the week, train journey vocabulary, traffic lights - red, amber, green	
Visits/Visitors A train journey from Cramlington to Morpeth Pyjama Drama - stop and go theme	Whole school/Seasonal events Valentine's Day End of topic celebration exhibition	
Family Learning Clock-making workshop	Learning in the garden Planting bulbs and observing their growth over time Seasonal collections and observations	
Learning in the house Sequences - bedtime, lunch time	Learning in the park Safe play Gross motor skills and imaginative play	
Learning in soft play Safe play Gross motor skills and imaginative play	Learning in the sensory room Explore the sensory environment Gross motor skills Ready, steady, go! play Making choices and using timers Tac Pac	
Interventions Rebound Therapy - Tac Pac - Speech and Language -	Computing	



AoL	Learning outcomes – Early Years Outcomes/National Curriculum statements	Possible learning opportunities and experiences	Enhanced continuous provision in the learning environment and routines
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<ul style="list-style-type: none"> ● <u>Making Relationships</u> ● 8-20m –To build relationships with special people. ● 16-26m –To play cooperatively with a familiar adult. ● 22-36m –To show an interest in others’ play and starting to join in. To seek out others to share experiences. ● <u>Self Confidence and Self Awareness</u> ● 8-20m –To enjoy finding own nose, eyes or tummy as part of naming games. ● 16-26m –To begin to engage in pretend play with support ● 22-36m – To express own preferences and interests. ● 30- 50m – To select and use resources with help ● <u>Managing feelings and behaviour</u> ● 22-36m - Shows understanding and cooperates with some boundaries and routines. ● 22-36m - Can express their own feelings such as sad, happy, cross, scared, worried. 	<p>Reinforce daily routines and use of visual timetable</p> <ul style="list-style-type: none"> ● Breakfast - PECS ● Welcome sessions ● Snack ● Rhyme time ● Class environment <p>Use of visual stimulus /C in P - Makaton signs, now and next cards Interaction in play - turn taking, sharing, responding to an adult Turn taking games - Speech and language groups Introduce choice boards for classroom areas and preferred play</p> <p>‘Big Breakfast’ with partner class, Newbiggin, once a week</p> <p>Shared experiences planned with older children in Newbiggin Class</p> <p>Cooperative ‘ready, steady, go!’ and stop and start games, some children taking the lead role</p>	<p>Hello song, Good afternoon song, visual timetable Areas of the classroom set up and resourced to facilitate paired or group play and sharing resources. Use of interactive play boards Welcoming children individually at start of day.</p> <p>Indoor and outdoor play with adults and older children around ‘ready, steady, go and stop/start</p>



COMMUNICATION AND LANGUAGE	<p><u>Listening and attention</u> 16-26m - To listen to and enjoy rhythmic patterns in rhymes and stories. 22-36m –To recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. •To Show an interest in play with sounds, songs and rhymes. 30-50m - To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p><u>Understanding</u> 16- 26m -To select familiar objects by name and go and find objects when asked, or identify objects from a group. 22-36m - To understand who, what, where in simple questions. 30 -50m – To respond to simple instructions, e.g. to get or put away an object.</p>	<p>Listening to daily songs and beginning to join in with actions and words What's in the bag - nursery/number rhymes: Hickory, Dickory, Dock focus and some children listening to Hickory, Dickory Dog story (with sensory objects) What's in the bag activities - relating to weekly theme Singing hands sessions Develop vocabulary using objects of reference, photographs, pictures (C in P) and makaton signs, sometimes topic-related eg vehicle names Interactive play and communication boards in play To respond (and some children to give) instructions to stop/go Send weekly Makaton signs home and reinforce in class.</p>	<p>Microphones at outdoor stage area, signs depicting familiar rhymes to prompt singing</p> <p>Labelling of objects and areas using pictures and photographs</p> <p>Encourage speech through small world and role play</p> <p>PECS sessions at breakfast and snack PECS book for toys</p> <p>Large road on playground and related resources including traffic lights and large wheeled toys</p> <p>Story and rhyme bags</p> <p>Partnered play/sharing opportunities using small world vehicles and train track</p>
PERSONAL DEVELOPMENT	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> ● 22-36m – To show control in holding and using jugs to pour, books and mark making tools. To draw simple shapes such as circles and lines. ● 30-50m – To move freely, with confidence and pleasure, in a variety of ways (in line with own mobility possibilities) <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> ● 22-36m – To begin to recognise danger and seek the support of familiar adults. 	<p>Explore fine motor skills; mark making, cutting, threading, dough, following a line</p> <ul style="list-style-type: none"> ● scissor skill assessment and programme ● large and small scale circles (wheels, clocks,) ● Vehicle movements and tracks ● Baking - stirring, rolling, kneading <p>Gross motor in park, garden, sensory play area, soft play, bikes and class climbing frame. Focus on traffic lights, red for stop and green for go</p>	<p>Soft Play, Park, Garden Use of bikes in outdoor area Writing/mark making areas indoor and out- big writing; wall water painting, large rolls of paper Water play and sand play tools Daily Activate session Weekly swimming Weekly cooking Walking and crossing roads in the locality</p>



LITERACY	<p>Reading</p> <ul style="list-style-type: none"> • 16-26m – To show an interest in books and rhymes and begin to have some favourites. • 22-36m – To begin to join in with and fill in missing words in familiar rhymes. • 30-50m – To show an interest in illustrations and print in books and print in the environment. <p>Writing</p> <ul style="list-style-type: none"> • 22-36m – To distinguish between the different marks they make. • 30 -50m – To ascribe meaning to marks they see in the environment. 	<p>Simple rhymes and stories relating to time - eg Hickory Dickory Dock, Hickory Dickory Dog</p> <p>Recognise own and others names in the environment - name cards</p> <p>Recognising familiar books and rhymes by their covers, illustrations or objects associated with them.</p> <p>Nursery rhyme of the week and daily rhyme time</p> <p>Sequence events - daily routines, now and next, lunch time, bed time, trips and visits</p> <p>Mark making opportunities - draw lines and circles and representational objects such as wheels onto vehicles. Some children to make 'writing-like' marks or begin to form letters</p>	<p>Self register and use of names in hello songs</p> <p>Books displayed in book area and around classroom</p> <p>Print in the environment - matching objects to print (tidying up)</p> <p>Mark making opportunities - writing table (inside and out)</p>
MATHS	<p>Number</p> <ul style="list-style-type: none"> • 16 – 26m – To say/sign some number names (randomly) • To begin to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • 22-36m – To recite some number names in a sequence. To use some language of quantities, such as "more" and "a lot". • 30-50m - To recite numbers in order to 12 • 40-60+m - To recognise some numerals ... <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> • 16 – 26m - To associate a sequence of actions with daily routines. • To begin to understand that things might happen 'now' • 22- 36m – To understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • To anticipate specific time-based events such as mealtimes or home time. • 22-36m - sort and name simple shapes. 	<p>Daily counting and counting songs. Hickory Dickory Dock, clock faces, Numicon based activities -counting while cooking, counting vehicles and carriages on trains</p> <p>Simple Beebot programmes</p> <p>Sorting, matching, naming shapes - and small world toys and classroom equipment</p> <p>Making a clock face with numbers (some children)</p> <p>Sequencing the school day, now and next, what happens during different daily routines</p>	<p>Maths investigation area</p> <p>Tidying up by matching to silhouettes and sorting.</p> <p>Numicon pieces readily available for use in play.</p> <p>Adults modelling counting and sorting in play</p> <p>Beebots available</p> <p>Adults modelling and children beginning to anticipate events on the visual timetable. Selecting activities for now and next.</p>

UNDERSTANDING THE WORLD	<p>People and Communities 16-26m-To enjoy and be interested in looking at pictures and stories about themselves, their families and other people. 26 -36m –To imitate everyday actions and events from own family and cultural background in play. 30-50m - To remember and talk about significant events in their own experience.</p> <p>The World 22-36m –To explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. 30-50m To notice detailed features of objects in their environment.</p> <p>Technology 22-36m –To operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 30-50m-To show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Small word and role play based on familiar journeys and our trip on the train from Cramlington to Morpeth Starting the project with a party with Newbiggin Class, focusing on stop and go games (eg pass the parcel, musical bumps)</p> <p>Using photographs and objects to recall as above</p> <p>Exploration of the garden to look for seasonal changes. Planting bulbs and observing their growth over time Taking part in sensory play opportunities with water channels and boats</p> <p>Exploring push-pull toys, clockwork toys and remote controlled cars</p>	<p>Photographs and artefacts linked to familiar journeys Party resource box</p> <p>Small world play Sensory investigation and play</p> <p>Home-school diaries.</p> <p>Garden area in outdoor area developed</p> <p>Water play box developed for sensory play area</p> <p>Wind up, mechanical toys and vehicles. Phones, binoculars, remote control in play.</p>
EXPRESSIVE ARTS AND DESIGN	<p>Exploring and using media and materials 16-26m-To begin to move to music, listen to or join in rhymes or songs. To notice and show an interest in the effects of making movements which leave marks. 22-36m -To join in singing favourite songs. To create sounds by banging, shaking, tapping or blowing. 30-50m –To tap out simple repeated rhythms.</p> <p>Being Imaginative 16-26m -To pretend that one object represents another, especially when objects have characteristics in common. 22-36m – To make believe by pretending. 30-50m –To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Adults model and take part in role play in the house and small world areas Outdoor stage with dress up and music Role play road safety with traffic lights, road track and large wheeled toys Using a stop/go card with untuned instruments</p>	<p>Writing area and creative area resourced and ready to explore mark making and colour. Outdoor chalk table and mark making opportunities.</p> <p>Outdoor opportunities for creative experiences – outdoor easels, using rollers, paint brushes and water sprays.</p> <p>Musical instruments and stop/go cards.</p>

