SEND Resource Base Medium Term Planning Spring Term

We deliver our curriculum through an engaging, topic-based approach that interconnects classroom activities, using the central theme as a foundation to enrich the overall learning experience. For Spring 1, our topic is 'Get Moving - Transport, and for Spring 2, our topic is 'Habitats and Homes'. Below, you'll find our topic map, outlining what your child will be learning throughout the term, all connected to the themes. Children will be at different starting points and we will use the Orchard Curriculum to guide the learning for each individual child.

Personal, Social and Emotional Development

- Play with increasing confidence on their own and with other children with their key worker nearby
- Establish their sense of self.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn.
- Develop perseverance and continuing independence with tasks.
- Understand how to keep their body healthy – food, sleep, exercise.
- Keep trying and not give up!



Physical Development



it on a push-along wheeled toy, use a scooter or ride a tricycle.

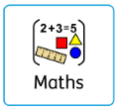
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Dough Disco/ Squiggle and early mark making sessions
- Fine motor activities – threading, using squizzors
- Use a range of marks such as random movements, circles and lines
- Show a desire to be independent such as wanting to feed themselves and dress and undress
- Fit themselves into spaces, like

Communication and Language

- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
- Try to copy adult speech and lip movements.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Copy your gestures and words.
- Point to ALDs and visuals to make needs known.
- Use intonation, pitch and changing volume when 'talking'.
- Focus on an activity of their choice- begin to use choice board.
- Build up tolerance for non-preferred activities.
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Make themselves understood, and can become frustrated when they cannot.

Maths

- Focus on numbers between 1 – 10 – recognising, counting, finding that number of objects.
- Compare amounts, saying 'lots', 'more' or 'same'
- Count in everyday contexts, sometimes skipping numbers - '1, 2, 3, 4, 5'.
- Compare measures – size, length, mass, capacity and time.
- Notice patterns and arrange things in patterns.
- Play with shapes and build with them.
- Develop 1 – 1 correspondence when touch counting.



Literacy

- Phase 1/2 phonics - discriminating different sounds, recognising sounds in the environment, oral blending, grapheme awareness
- Engaging in a range of books linked to the topics
- Copy finger movements and other gestures during songs and rhymes
- Enjoy sharing books with an adult
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Recognise and write their name
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."







Expressive Arts and Design

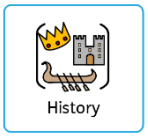
- Moves and dances to music
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds
- Explore a range of musical instruments and play them in different ways
- Develop pretend play for example holding a block to ear and pretending it's a phone
- Make simple models with construction materials (boats)
- Explore different materials and use senses to investigate them
- Explore creating collages
- Explore finger painting
- Role play
- Junk modelling
- Making masks
- Story retelling
- Camouflage
- Observational drawings/painting



Understanding the World

- To look at different types of transport.
- To discuss travel.
- To explore forces.
- To know what happens when you push or pull something.
- To explore floating and sinking.
- To understand the difference between hot and cold.
- To understand how humans react differently to hot and cold.
- To know the names for the animals and offspring and where they live.
- To know what animals need to grow.
- To know what an animal needs/how to care for an animal.
- To understand what a habitat is and what makes a good habitat.
- To match animals to an appropriate habitat.
- To look at similarities and differences between the natural world and contrasting environments – rainforest, woodland, polar habitat.
- Celebrations and festivals – Easter, Chinese New Year, Mothering Sunday.
- People who help us – police and vets.









Key Dates

12th January - Reception heights and weights
13th January - Reception hands and teeth talk
22nd January - Reception Road safety assembly- 9am
3rd February - Parent Consultations
5th February - Coffee morning- 9am
11th February - SEND Hub Valentine's Disco - 3:15-3:50pm
WC 1st March - World Book Week
March 15th - Wear bright colours for neurodiversity week
18th March - Reception vision checks
19th March - Red Nose Day/ Comic Relief
25th March s Rainbow x Sunshine drop-in session 3:15-3:45pm