

Starlings Summer Medium Term Plan 2026

Link to Ashgate Pre-formal Curriculum and Ashgate Semi Formal Curriculum (upper band 2 & 3)

This term our topic is 'Our community'. The children will gain an awareness of themselves, their senses and the community around them. This awareness is developed and embedded through a range of carefully planned and personalised sensory experiences such as poetry, stories, songs, games and musical and tactile experiences. See individual and weekly plans for specific activities.

Communication

- Sign, listen and respond to **'The more we get together', 'Teddy bear's picnic'** – See Session plan for differentiation/activities.
- Engaging with key story books - See individual plans
- Engage in a sensory story – use CVI resources to support
- Use Project Core during shared reading experiences, with focus on core words 'finished' 'turn' 'look' 'turn'.
- Library visit, storytelling session Tuesday 2nd June Community topic

ELKLAN questioning

Singing and signing

Individual SALT programmes

Social Skills

Symbol choice mats

Switches and communication aids

ICT programmes - beep beep, HelpKidzLearn, Lightbox, Clicker, Switch it.

Learning objectives:

- To show preferences, likes and dislikes, in an intentional way
- To communicate personal choice
- To engage and respond to a literacy experience with, shared attention, recall and anticipation, purposeful behaviour, interest and excitement, contrasting moods, increased engagement, enjoyment and motivation
- To respond to familiar sounds and words, showing understanding of meaning
- To look at books randomly
- To lift flaps on board books
- To show an interest in and explores sounds in multi-sensory books
- To respond to familiar sounds and words, showing understanding of meaning
- To show preference for a certain story when given a choice
- To turn the page of an interactive story using a single switch

Individual Objectives:

See class planning

Cognition

- Focused activities - See individual plan
- **Attention Autism – Counting to 5 & 10 through rhymes**, five little ducks, five speckled frogs, five cheeky monkeys, 1,2,3,4,5 once I caught a fish alive, 10 in the bed, 10 green bottles.
- **Switch maker, story building, cause and effect using ICT** – Switch and touch screen activated.
- Sensory afternoon sessions incorporating Art, Cooking and Fine motor skills (see weekly plans)

Continuous provision including stacking cups, sand and water, shape sorters, cause and effect toys switch adapted

Exploring shape and number through sensory play.

Exploring numeral through counting songs, using CVI props and numerals.

Learning objectives:

- To transfer attention from one stimulus to another
- To activate toys that provide an interesting effect randomly
- To manipulate objects purposefully
- To use objects and materials according to their function
- To make things move deliberately with finer movements
- To show some enjoyment of action rhymes and songs
- To copy some actions during number rhymes and songs
- To begin to demonstrate an understanding of object permanence
- To begin to recognise some numerals between 1 -10

Physical

- Daily standing frame- See individual plan and daily timetable.
- Hydrotherapy sessions every Thursday morning starting from 8.01.26
- Wednesday morning Roar Potential
- Yoga sessions every Wednesday
- Friday morning community walk.
- Monday afternoon soft play sessions see individual session plans
- Daily access to outside play
- Ponies on Monday am.

Occupational Therapy - See individual OT plans

Fine/Gross motor activities – See activity list

Learning objectives:

- To explore new environments
- To complete activities in my standing frame
- To develop my fine motor skills
- To make controlled movements
- To regulate my body (all children)
- To explore and experiment with a range of media through sensory exploration and using whole body
- To notice and show an interest in the effects of making movements which leave marks
- To begin to use a number of different tools for different purposes such as stirring, rolling

Personal care and independence

- Self-Awareness Session - See session plan for differentiation/activities
- Sensory Room - See session plan for differentiation/activities

Daily input through routines - toilet skills, washing hands, using a spoon, communicating with others to get toys/ food, pushing limbs through clothing, following instructions

See individual Care Plans

Social Skills - playing alongside and sharing equipment, eye contact, reciprocal play, taking turns, 1:1 intensive interaction sessions

Daily input through circle time: responding to name; recognising peers; identifying themselves in a photo/ reflection; turn taking.

Daily hygiene - brushing teeth, washing hands/face

Learning objectives:

- To accept having my teeth brushed
- To accept having my face washed
- To independently brush my teeth and wash my face
- To take part in the hygiene routine
- To play alongside children from other class groups in the outdoor environment
- See individual personal care plans and IEPs for toileting
- To begin to notice the effects of my actions when interacting with objects in the world around me

Creative and Expressive Arts

- Weekly music with Winter / Spring and sounds in the environment.
- Music with Beth Tuesday afternoons.
- Songs: Holistic music for schools
- Weekly sensory art sessions – see individual lesson plans
- Activities set up in continuous provision e.g. creative activities with different tools, access to musical instruments – ice and water play, Winter / Spring tuff spots and sensory trays, painting with Winter / Spring inspired colours
- Sensory cookery experiences – smell, taste and touch different foods, go on a shopping trip incorporating key date celebrates.

Learning objectives:

- To explore and experiment with a range of media through sensory exploration and using whole body
- To notice and show an interest in the effects of making movements which leave marks
- To make marks intentionally on a surface with fingers or tools.
- To experience a range of live and recorded music
- To show awareness when listening to rhymes or songs
- To take part in dance and movement sessions
- To explore a wider range of sensory experiences with reduced support from adults.

Suggested activities:

- Trips to local parks, cafe, forest area and school grounds to give the children a wide range of sensory experiences. Focus on the smells, sounds and natural stimuli.
- Create sensory containers e.g. water, soil, seeds, leaves, sand, flowers, etc. Focus on smells, sounds, touch, taste and vision.
- Explore different sound affects using switches, IWB, outdoor walks.
Community themed stories: parks, picnics, hospitals, schools, transport.
- inspired busy trays
- Community themed what's in the boxed – Foundation for Phonics – fire engine, police siren etc.
- Read and share and create artwork stories and songs based on our community, friends, family, people who help us.
- Visit Wythenshawe park, local shops. Fire station, bubble planet, use public transport.

Key dates

Piper Hill transition days – 1st & 2nd June

Library service 2nd June 1.30 – community focus

Bubble planet 9th June

6 year annual review 17th June 10.30 -11.30

Father's day 21st June