**Medium Term Planning-Caterpillar Class**

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|  Key texts  |  PSED |
| Week 1+2- The Three Little Pigs Week 3+4- Little Red Riding Hood Week 5+6- Jack and the BeanstalkWeek 7+8- The Gingerbread Man | -To find ways to calm ourselves. -To express our preferences and decisions. -To engage with others. -To express a range of emotions -To develop our independence. -To begin to manage our emotions. | Link our feelings to familiar characters Turn taking/sharing games Feelings cards and matching gamesComparing our families to those in the stories we shareTrips into the communityGetting used to our new routines |
|  Communication & Language |  Physical development |
| -To engage with songs, rhymes and short stories. -To develop an understanding of key words when used in context. -To develop our listening and attention skills.-To use gesture and words to communicate. -To begin to engage with our communication systems.  | Daily shared read Sensory stories Song/rhyme of the week Attention Autism New vocabulary linked to storiesAnticipation gamesCause and effect Language rich environment  |  -To develop our fine and gross motor skills. -To develop our independence and self-help skills. -To explore and engage with a variety of tools.-To develop confidence to use mark making tools.  | Den building Daily fine/gross motor activities Focus on independence skillsDough disco TacPac/Hand Warm Up Sensology Sand and water playRange of messy play activities linked to our storiesFood technology  |
|  Literacy  |  Maths  |
|  -To enjoy songs, rhymes and short stories. -To enjoy sharing a book with an adult and in a small group. -To begin to engage with mark making experiences. -To learn new vocabulary linked to our stories.  |  Daily shared readSensory stories Song/rhyme of the weekNew vocabulary linked to stories Puppet playRole play linked to storiesSensory mark making |  -To combine objects like stacking cups and build with a range of resources.-To complete inset puzzles.-To develop an awareness of mathematical language. -To develop counting like behaviour. -To engage with finger rhymes and number/shape songs.  | Number/shape songsBuilding with resources linked to our storiesPuzzles linked to our storiesOrdering characters by sizeSorting by colour Food technologyExploring a variety of 2D shapes Counting with real objects  |
|  Expressive Arts and Design |  Understanding the world  |
| -To engage with songs and rhymes. -To anticipate key phrases and actions.-To explore sound makers and instruments. -To engage with a variety of mixed media.-To make simple models. -To develop our play skills. | Song/rhyme of the week DT and artwork linked to our storiesWeekly music lessonsMaking our own sound makersListening to sounds linked to our storiesListening gamesColour mixing and explorationEngaging with a range of media Role play with masks and puppets | -To repeat actions that have an effect. -To explore natural materials. -To explore materials with different properties. -To explore and responds to natural phenomena. -To make connections between features of their own families and others.  | Exploring materials linked to our storiesExploring our Forest School areaSensology Sensory stories Looking at photos of our families and people who are special to usMaking links between ourselves and familiar characters |