

**Medium Term Plan 2023 / 2024**

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| **Term** | **Autumn 2023** | **Theme** | **Celebrations** | **Subject area** | **Communication, Literacy and Language** |
| **INTENT****Learning Intentions** | **IMPLEMENTATION****Key Learning Activities*****.*** | **IMPACT** |
| ***Brief explanation of the learning outcomes, building a sequence of learning.*** | ***Ideas of how the outcomes will be achieved, including possible tasks, activities etc. developing Knowledge and Skills. Sequences should build on previous learning.*** | ***National Curriculum References.*** |
|  | **Explorer (pre-NC)** | **Engager (KS1)** | **Engager + (LKS2)** |  |
| **Week 1 & 2****Getting to know new students. Building relationships. Assessment of current skills and gaps in learning, needs, etc.** **Baseline assessments to be completed across all classes by E Seery:****Fri L3&4 reading ages WLC****Mon L2 – spelling ages 3W****Tues L2 – spelling ages 3L****Wes L2 – spelling ages 3C****Thurs L1&2- 3H assessments****Fri L3&4- RWI assessments WLC** | **Week 1 sound/core word of the week** – m/ me**Week 2 sound/core word of the week** – a/ againMondaySchool routines, settling in, Thrive activities. Speaking and listening games.TuesdayReading for pleasure session. Get to know student’s reading abilities, likes, dislikes, interests.WednesdayMark making / colouring / fine motor activities. ThursdaySocial communication games – speech and lang games, turn taking games. | MondaySchool routines, settling in, Thrive activities. Speaking and listening games.TuesdayReading for pleasure session. Get to know student’s reading abilities, likes, dislikes, interests.WednesdayFine motor / writing tasks.Goal setting, discussing hopes for the future - record. ThursdaySocial communication games – turn taking, board games, outdoor games, team building. FridayFunctional skills – cookery, community visit. | MondaySchool routines, settling in, Thrive activities. Speaking and listening games.TuesdayReading for pleasure session. Get to know student’s reading abilities, likes, dislikes, interests.WednesdayFine motor /writing tasks.Goal setting, discussing hopes for the future - record. ThursdaySocial communication games – turn taking, board games, outdoor games, team building.FridayFunctional skills – cookery, community visit. | Explorer (Engagement Model)ExplorationRealisationAnticipationPersistenceInitiationExplorer (Pre-KS 1)Language comprehension & word readingWriting - composition and transcription Engager (KS1/LKS2)Word readingReading comprehension Writing - transcriptionWriting - compositionChallenger (UKS2)Word readingReading comprehension Writing - transcriptionWriting - composition |
| **Communication and spoken language skills.****Reading and phonics.****Poetry/ repetitive verse – reading and performance.****Spelling, grammar and handwriting skills.** | MondayIntensive interaction, TacPac and/or communication games and cont. prov.activities linked to Branch Maps/ PLGs / SaLTTuesdayAttention Autism linked to sound of the week (s) & core word of the week (stop)Multisensory phonics cont. prov. activities in RWI phonics groups. WednesdaySensory Story - The Little Red HenFollow up cont. prov. activities linked to Branch Maps / PLGs / SaLT.ThursdayDough gym Fine motor, mark making, and letter formation and handwriting cont. prov. activities linked to Branch Maps / PLGs / OT.Vocab focus - my/mine, plant, water, soil, seed, hen | MondayIdentify and discuss shared group rules for speaking and listening. Record so that this can be referred to each week.TuesdayRWI Phonics / Comprehension groups.Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.WednesdayRead the poem ‘Harvest time is here again’. What do students notice? Highlight the rhyming words together. Work in groups / pairs and allocate a line to each- students to create images to represent each line. ThursdayRead the poem ‘Harvest time is here again’. Look at images created yesterday. Students to remember which line it represented and practice saying off by heart. Sequence the images as a class and each group/pair to perform their line off by heart. Rehearse then perform and video. Can the class recite the entire poem together off by heart?FridaySpelling, grammar and handwriting rotations.Grammar:3W- basic punctuation – full stops, capital letters3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks)Spelling: statutory spelling list words based on spelling ages. | MondayIdentify and discuss shared group rules for speaking and listening. Record so that this can be referred to each week.TuesdayRecap Set 2/3 speed sounds and green and red words relating to sound of the week.RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.WednesdayWatch video of a Carnival [Notting Hill Carnival: The best dancers and street performers from the parade - YouTube](https://www.youtube.com/watch?v=r02Wp6jVj58)Hand out ‘Carnival’ poem – split version (in resources). Read sections in groups one at a time. Reread together. Discuss how their section should be read thinking about tone, volume, intonation, expression. Annotate (Y3 P5, Y4 P2)ThursdayReread Carnival poem together. Rehearse sections in pairs/small groups and practice memorising. Perform as a class. (Y3 P5, Y4 P2)FridaySpelling, grammar and handwriting rotations.Grammar:3W- basic punctuation – full stops, capital letters3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks)Spelling: statutory spelling list words based on spelling ages. | Explorer (Engagement Model)ExplorationRealisationAnticipationPersistenceInitiationExplorer (Pre-KS 1)Language comprehension & word readingWriting - composition and transcription Engager (KS1/LKS2)Word readingReading comprehension Writing - transcriptionWriting - compositionChallenger (UKS2)Word readingReading comprehension Writing - transcriptionWriting - composition |
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| **Half term** |
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| **Communication and spoken language skills.****Reading and phonics.****Poetry/ repetitive verse.****Spelling, grammar and handwriting skills.** | MondayIntensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLTTuesdayAttention Autism linked to sound of the week (o) & core word of the week (on/off)Multisensory phonics activities in RWI phonics groups. WednesdaySensory Story - Kindness RulesFollow up activities linked to Branch Maps / PLGs / SaLT.ThursdayDough gym Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.Vocab focus - please, friend, kind | MondayRevisit group rules for speaking and listening. Recap – following instructions.Provide students with selection of ingredients/lego/craft items. Give verbal instructions for students to follow. Hand out written instructions in steps for students to sequence.TuesdayRWI Phonics / Comprehension groups.Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.WednesdayContinue working on Diwali shape poem – draft, edit, offer feedback to peers.ThursdayMake final edits and write up into shape template neatly for display / books. Add colour / images.FridaySpelling, grammar and handwriting rotations.Grammar:3W- revisit basic punctuation, joining words and/but/or3L- revisit Aut 1 concepts, conjunctions, adverbs3C- revisit Aut 1 concepts, joining words and, but, so, orSpelling: statutory spelling list words based on spelling ages. | MondayRevisit group rules for speaking and listening.Recap – note taking to support recall of info.Watch Newsround. Take notes of key points. Share and compare.TuesdayRecap Set 2/3 speed sounds and green and red words relating to sound of the week.RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.WednesdayRead poems aloud to proofread and make any amendments with support. Join up with a partner who can give praise and suggest improvements. Decide on a shape for the poem based on theme of Diwali. ThursdayMake final edits then write up poem into shape templates neatly. Add colour/images.FridaySpelling, grammar and handwriting rotations.Grammar:3W- revisit basic punctuation, joining words and/but/or3L- revisit Aut 1 concepts, conjunctions, adverbs3C- revisit Aut 1 concepts, joining words and, but, so, orSpelling: statutory spelling list words based on spelling ages. | Explorer (Engagement Model)ExplorationRealisationAnticipationPersistenceInitiationExplorer (Pre-KS 1)Language comprehension & word readingWriting - composition and transcription Engager (KS1/LKS2)Word readingReading comprehension Writing - transcriptionWriting - compositionChallenger (UKS2)Word readingReading comprehension Writing - transcriptionWriting - composition |
| **Communication and spoken language skills.****Reading and phonics.****Poetry/ repetitive verse.****Spelling, grammar and handwriting skills.** | MondayIntensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLTTuesdayAttention Autism linked to sound of the week (c) & core word of the week (come)Multisensory phonics activities in RWI phonics groups. WednesdaySensory Story - Stick ManFollow up activities linked to Branch Maps / PLGs / SaLT.ThursdayDough gym Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.Vocab focus - go, snow, tree, dog, Santa | MondayRevisit group rules for speaking and listening.Applying learnt skills from Skills Builder focus: lego challenge.Use lego challenge cards [Simple Building Brick Model Challenge Cards | Twinkl.](https://www.twinkl.co.uk/resource/simple-building-bricks-model-challenge-cards-t-tp-1672776447) Teacher and TA model giving verbal instructions to the other to build the model (first allowing students to see the card, then hiding the card and all students follow and attempt to build).TuesdayRWI Phonics / Comprehension groups.Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.WednesdayExplore / read a range of Christmas card poems – look at a range of Christmas cards, how they are designed and what messages they have inside. Talk about favourites and why. Discuss layout, structure, contents, purpose, audience. Create criteria for Christmas card messages / poems.ThursdayRevisit criteria from yesterday. Provide a template for students to create own Christmas card message following success criteria. Students to draft ideas with support.FridaySpelling, grammar and handwriting rotations.Grammar:3W- revisit basic punctuation, joining words and/but/or3L- revisit Aut 1 concepts, conjunctions, adverbs3C- revisit Aut 1 concepts, joining words and, but, so, orSpelling: statutory spelling list words based on spelling ages. | MondayRevisit group rules for speaking and listening.Applying learnt skills from Skills Builder focus.Use laptops/iPad/books to find out info about a celebration e.g. remembrance day, Diwali, Thanksgiving. Take notes. Work in pairs to formulate info into a logical order. Share with the class (to be done over 2 weeks).TuesdayRecap Set 2/3 speed sounds and green and red words relating to sound of the week.RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.WednesdayRead ‘The night before Christmas’ as a class. Discuss initial thoughts, clarify meanings and explore unfamiliar vocabulary. Create a word wall of unfamiliar words, adding images to support understanding.ThursdayDiscuss Christmas time, explore items, books, videos, photos relating to Christmas and come up with some detailed sentences to describe. FridaySpelling, grammar and handwriting rotations.Grammar:3W- revisit basic punctuation, joining words and/but/or3L- revisit Aut 1 concepts, conjunctions, adverbs3C- revisit Aut 1 concepts, joining words and, but, so, orSpelling: statutory spelling list words based on spelling ages. | Explorer (Engagement Model)ExplorationRealisationAnticipationPersistenceInitiationExplorer (Pre-KS 1)Language comprehension & word readingWriting - composition and transcription Engager (KS1/LKS2)Word readingReading comprehension Writing - transcriptionWriting - compositionChallenger (UKS2)Word readingReading comprehension Writing - transcriptionWriting - composition |
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| **Assessment week****E Seery to complete RWI assessments.****Class teachers to complete Branch Map and LAPS assessments based on teacher judgements.** | Update Branch MapsPhonics assessmentsBeery assessmentsReading age (where appropriate)Spelling age (where appropriate) | Update LAPSPhonics assessments (ES) | Update LAPSPhonics assessments (ES) |  |
| **Key Resources** | **Explorers – The Little Red Hen sensory story, The Dot book, Room on the Broom sensory story, Stick Man sensory story, RWI phonics sound cards and green/red words, magnetic letters, sandpaper letters, sensory trays, playdough/theraputty, core word boards relating to learning, Teach handwriting resources, TacPac kit, bucket and resources for Attention Autism.****Engagers – RWI resources (sound cards, green and red words, RWI Phonics books and Get Writing books), range of peoms (When Harvest comes again, The Bonfire at night, range of Acrostic poems, range of shape poems), selection of Christmas cards containing rhymes, Teach Handwriting resources****Engager+/Challenger – RWI sound cards, Lit&Lang books, copy of poems (Carnival, acrostic poem selection, selection of shape poems, The night before Christmas), Teach Handwriting resources** |