



Churchill Park School  
Mid Term Plan – Key Stage - Food and Festivals

	Week 1	Week 2	Week 3	Week 4	Week 5 Assessment week !!
PHSE	<p><b>Objective</b> I understand how to spend time with my friends</p> <p><b>Success criteria:</b></p> <p><b>Sensory:</b> I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> I can take part in work or play with several others S5</p> <p><b>Core:</b> I can respond to others in group situations playing or working cooperatively S6</p> <p><b>Extension:</b> Regognise the effect of their behavior on other people S9</p> <p><b>Suggested Activities:</b>            Get out toys and let them play ccooperatively with each other with heavy adult support.            . Take photos of good sharing and behaviours that we want to encourage            Ready for next</p>	<p><b>Objective:</b> I understand how to be a friend</p> <p><b>Success criteria:</b></p> <p><b>Sensory:</b> Begin to respond to the feelings of ophthers S5</p> <p><b>Support:</b> Maintain interactions and take turns in a small group with support S5</p> <p><b>Core:</b> I can show some consideration for the feelings of others S7</p> <p><b>Extension:</b> I can explain diffewrent ways that family and friends care for each other S9</p> <p><b>Suggested Activities:</b>            Have a circle where we look at the photos from last week on the whiteboard and talk about what was good. Provide plenty of praise and get them to nominate good friends within the class</p>	<p><b>Objective:</b> Plan a class outing with my friends</p> <p><b>Success criteria:</b></p> <p><b>Sensory:</b> Show an understanding of yes and no S4</p> <p><b>Support:</b> Maintain interactions and take turns in a small group with some support S5</p> <p><b>Core:</b> I can attempt to negotiate with others in group activities S7</p> <p><b>Extension:</b> I can begin to share my views and opinions S9</p> <p><b>Suggested Activities</b>            Make symbols of several local places to visit (park or shop) and get them to choose where they want to go. Get them to consider all the aspects involved in a trip – will it suit everyone in the class? Then get them to vote for their preferred option</p>	<p><b>Objective:</b> have a group outing with friends</p> <p><b>Sensory:</b> I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> I can take part in work or play involving two or three others S5</p> <p><b>Core</b> I can understand agreed codes of behavior which helps groups of people work together S8</p> <p><b>Extension:</b> I can identify and explain how to manage risks in familiar situations S11</p> <p><b>Suggested Activities:</b>            during the walk to the shop/park talk to the students about how to keep safe and what casn they do to protect themselves and their friends</p>	<p><b>Suggested Activities:</b></p> <h1 style="margin: 0;">Assessment Week</h1>
	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Objective:</b> I can choose activities with my friends</p> <p><b>Success criteria:</b></p> <p><b>Sensory:</b> :I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> I can maintain interactions and take turns in a small group with some support S5</p> <p><b>Core:</b> : I can attempt to negotiate with others in group activities S7</p>	<p><b>Objective:</b> I know who my friends are</p> <p><b>Success criteria:</b></p> <p><b>Sensory</b> I can name some of my friends (pre NAP) either by gesture, symbol support</p> <p><b>Support:</b> I can join in discussions by responding appropriately to simple questions about familiar events or experiences S5</p> <p><b>Core:</b> I can support others to behave appropriately S8</p> <p><b>Extension:</b> I can explain different ways</p>	<p><b>Objective:</b> I can play a simple game with my friends</p> <p><b>Success criteria:</b></p> <p><b>Sensory:</b> :I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> I can maintain interactions and take turns in a small group with some support S5</p> <p><b>Core:</b> I can move with some support to activities which are self chosen. S7</p>	<p><b>Objective:</b> I understand how to be a good friend</p> <p><b>Success criteria:</b></p> <p><b>Sensory:</b>I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> I can join in discussions by responding appropriately to simple questions about familiar events or experiences S5</p> <p><b>Core:</b> I can attempt to negotiate with others in group activities S7</p>	<p><b>Objective:</b> I can work with others</p> <p><b>Success criteria:</b></p> <p><b>Sensory:</b> <b>Sensory:</b>I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> <b>Support:</b> I can take part in work or play with several others S5</p> <p><b>Core:</b> : I can attempt to negotiate with others in group activities S7</p> <p><b>Extension:</b> S9: I can cooperate with others</p>	



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	<p><b>Extension:</b> I can cooperate with others S9</p> <p><b>Suggested Activities:</b>  Get the students to choose a number of activities for them to do in small groups from things like trim trail/painting/trainset and then support them to have fun together</p> <p>LOTC: Paint a picture outside, make up the trainset outside with your friends</p> <p>Home learning: spend time together outdoors</p>	<p>that family and friends care for one another S9</p> <p><b>Suggested Activities:</b>  Have a friends circle where we make a friend tree with all our faces on as friends with each other for the class display</p> <p>LOTC: Make some reminder rules for outdoor play and display them</p> <p>Home learning: make a picture using pictures of friends of the family</p>	<p><b>Extension S9:</b> I can cooperate with others</p> <p><b>Suggested Activities:</b>  Offer the students a choice of Whats the time Mr Wolf or Duck, Duck Goose and get them to decide which game they want to play. Adults to support both groups and help the students to scaffold their friends</p> <p>Home Learning: Spend quality time playing games together as a family</p>	<p><b>Extension: Extension:</b> I can explain different ways that family and friends care for one another S9</p> <p><b>Suggested Activities:</b>  Have a circle to plan a tea party for our friends from another class to come and have a party with us.</p> <p>LOTC: Prepare the outdoor area for Playing games with friends</p> <p>Home learning: Have a chat about what makes a good friend and how we can be a good friend to someone else</p>	<p><b>Suggested Activities:</b> Going as a group to the shop to purchase foods for the party next week with your friends from another class</p> <p><b>LOTC:</b> Visit your local shop</p> <p><b>Home learning:</b> plan for a tea party at home. What would you like to eat? Who would you like to invite?</p>
<b>Week 11</b>	<b>Week 12</b> Assessment week	<b>Week 13</b>	<b>Week 14</b>	<b>Notes...</b>	
<p><b>Objective:</b> I can enjoy a party with my friends</p> <p>Success criteria:</p> <p><b>Sensory :</b> I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> I can join in discussions by responding appropriately to simple questions about familiar events or experiences S5</p> <p><b>Core: :</b> I can support others to behave appropriately S8</p> <p><b>Extension:</b> I can cooperate with others S9</p> <p>LOTC enjoy your party outside with your friends</p> <p>Home learning: Enjoy your tea party at home</p>	<p>Objective: I can choose an activity and a friend to play with</p> <p><b>Sensory :</b> I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> I can join in discussions by responding appropriately to simple questions about familiar events or experiences S5</p> <p><b>Core: :</b> I can support others to behave appropriately S8</p> <p><b>Extension:</b> I can cooperate with others S9</p> <p>LOTC: Set up choosing activities for the children to share in the outdoor learning space</p> <p>Home learning: Enjoy activities with your family and any siblings. Working on taking turns and choosing.</p>	<p>Objective: I can choose friends</p> <p><b>Sensory :</b> I can engage in a parallel activity with several others S4</p> <p><b>Support:</b> I can join in discussions by responding appropriately to simple questions about familiar events or experiences S5</p> <p><b>Core: :</b> I can support others to behave appropriately S8</p> <p><b>Extension:</b> I can cooperate with others S9</p> <p>Suggested activities: Have a friendship circle looking at all the pictures taken from the term and look back together as a group at all the fun we had working together as friends.</p> <p>Home Learning: get out pictures from past family events and enjoy looking at them together.</p>	<p><b>Jump up week</b></p>		