

My Community


4 Season ARP Medium term planning for Summer 3a 2026

Pathway:


Pre-formal Engagement

Cognition, Learning and Engagement	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> Pushing buttons/squeezing to cause sounds. Anticipating/beginning to join in actions at certain points during a familiar nursery rhyme. Snack board – early requests from different people in the environment (photos of staff) Sensory stories – relating to the cohort of children Interactive songs, such as the wheels on the bus etc. 	<ul style="list-style-type: none"> Requesting using a symbol or photo with support. Following a one-part instruction Listening to a variety sounds of noises in our community. Use Makaton/symbols or simple words to make requests using a simple AAC board Intensive Interaction More and finished activities at snack time Request favourite snack/food/activity Ready Steady go games I want Using alternative communication switch Following simple transitions with greater independence - going to the garden/classroom 	<ul style="list-style-type: none"> Shared activities e.g., nursery rhymes, themed small world play. Showing preference for particular farm animals or their sounds. Choosing a small world figure from two or more options. Functional use of objects – brush to brush hair etc Passing toy to another child/returning it to the adult or responding to 'finished' by tidying it up. Listening to/joining in singing songs. TacPac
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> Sensory/messy play Feeling items related to songs or stories. Visiting different areas around the school Make a tuck shop at school Adult to film areas of the community, such as supermarket Following routine of going to different areas, transitioning to garden Match people to places. 		<ul style="list-style-type: none"> Following actions during songs e.g., using Makaton. Messy play mark making Practising a pincer grip Puzzles Copying movements Throwing and catching games – using children's names
My Independence Self-Help/Life Skills/Cooking	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> Functional use of objects – brush to brush hair etc Following simple job routine (putting plates away) Cooking 	<ul style="list-style-type: none"> Simple role play related with key people who help us Hand and foot prints Dressing up as people who help us 	<ul style="list-style-type: none"> Reading Hub visit with parents Cooking and buddy time Community Visit
Title	Link/Author	Notes
Firefighter Frank	Monica Wellington	As a sensory story
Doctor (People Who Help Us)	Amanda Askew	As a sensory story
Chef (People Who Help Us)	Amanda Askew	As a sensory story

Pathway: Semi-Formal Explorer

Cognition and Learning Early Development	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> ● Shopping role play - children to act out going to the shops and paying for an item ● Money - matching coins and colouring in outlines with metallic crayons ● Building knowledge of places outside of home and school ● Anticipating/beginning to join in actions at certain ● Points during a familiar nursery rhyme. Snack board – early requests from different ● people in the environment (photos of staff) ● Sensory stories – relating to the cohort of children ● Interactive songs, such as the wheels on the bus etc. 	<ul style="list-style-type: none"> ● Greetings and introductions - learning how to say hello and goodbye ● Lining up to wait and understanding where to stand in the line ● Place names e.g. shop, park, bank, cafe - can you listen and find the photo? ● Requesting using a symbol or photo with support. ● Following a one-part instruction ● Listening to a variety sounds of noises in our community. ● Use Makaton/symbols or simple words to make requests using a simple AAC board ● More and finished activities at snack time ● Request favourite snack/food/activity ● Ready Steady go games ● Following simple transitions with greater independence - going to the garden/classroom 	<ul style="list-style-type: none"> ● Shared activities e.g., nursery rhymes, themed small world play. ● Showing preference for particular farm animals or their sounds. ● Choosing a small world figure from two or more options. ● Functional use of objects – brush to brush hair etc ● Passing toy to another child/returning it to the adult or responding to 'finished' by tidying it up. ● Listening to/joining in singing songs. ● TacPac ● Families share photos of where they go outside of school
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> ● Sensory/messy play ● Feeling items related to songs or stories. ● Visiting different areas around the school ● Make a tuck shop at school ● Adult to film areas of the community, such as ● supermarket ● Following routine of going to different areas, transitioning ● to garden ● Match people to places. 	<ul style="list-style-type: none"> ● Following actions during songs e.g., using Makaton. ● Messy play mark making ● Practising a pincer grip ● Puzzles ● Copying movements ● Throwing and catching games – using children's names ● Posting coins into a purse ● Colouring in shop logos for fine motor control 	
My Independence Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> ● Functional use of objects – brush to brush hair etc ● Following simple job routine (putting plates away) Cooking 	<ul style="list-style-type: none"> ● Simple role play related with key people who help us ● Hand and foot prints Dressing up as people who help us 	<ul style="list-style-type: none"> ● Reading Hub visit with parents ● Cooking and buddy time ● Community Visit
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Pathway: Semi-Formal Challenger/Formal

English	Maths	Personal, Social & Emotional Development
<ul style="list-style-type: none"> • Spell words some common exception words. • Phase 3/4phonics. • Enjoying a range of fiction and non-fiction texts • Use a capital letter and a full stop, when writing sentences. • Relating what has been read with own experiences. • Recalling information and answering questions based upon key texts. 	<ul style="list-style-type: none"> • Capacity and volume • Months of the year • Multiplication • Numbers to 100 • Matching coins to an amount 	<ul style="list-style-type: none"> • Daily Zones of Regulation check ins • Turn taking activities • Attending assemblies and lessons with mainstream classes • Choosing regulatory items • Considering how we feel at different times of the day • Considering how others' can make us feel • Considering what it means to feel safe
My World Around Me Science and Humanities		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> • Learning important stories from different religions • Wonderful weather • Data and Information 		<ul style="list-style-type: none"> • Daily movement breaks • Fine motor skills sessions • PE with mainstream classes • Ball skills
My Independence Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> • Greeting adults and children • Class jobs • Cooking weekly 	<ul style="list-style-type: none"> • Changra music • Experimenting with instruments • Exploring line and shape 	<ul style="list-style-type: none"> • Reading Hub visit with parents • Cooking and buddy time • Community visit
My 1st Book of Community Superheroes	Sarah Kale	
What Jobs Could You Do?	Catherine Barr	
Busy People	Lucy George	