

Topic - Let's Go Further

Personal, social, emotional development

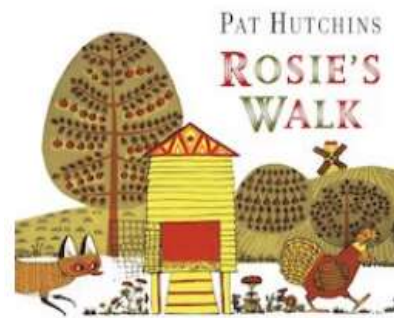
- Respond to stimuli or adult modelling about the things we experience when we are out and about.
- Wait for what they want and control their immediate impulses when appropriate;
- Be confident to try new activities.
- Turn taking activities - Introduction to simple board games.
- Keep trying when things are difficult.

Communication and language

- Attention autism (bucket) activities 4 times a day
- Makaton signs taught (please see website for sign of the week)
- Use of ALDs at breakfast, snack and lunch time, and adult led tasks.
- Listen to and respond to narration of play and actions.
- Transition photos and symbols.
- Follow simple instructions.
- Respond to name.
- Greet familiar people 'hi', 'bye'.

High Quality texts

Rosie's Walk
Pat Hutchins



Physical development

- Daily:** sensory circuit, wheelbarrows, spinning cones, den-making materials, blocks and planks, climbing frame. Scooters, trikes, 2-wheeler bikes
- Soft play** on Monday mornings:
- Develop balance, agility and co-ordination
- Develop flexibility, strength, technique and control. Climb safely
- Yoga** session every Tuesday.
- Fine motor/OT activities daily.
- PE Focus** Swimming, water play at Strathmore
- Music and Movement** gross motor movement linked to music and using props

Understanding the world

- Pupils will: explore and respond to natural phenomena in their setting, in the local environment and on trips.
- Respond to new experience - simple plant growing activities.
- Experience animals, observe, touch, feed. Begin to know about where they live and what they eat.
- Explore the outdoor environment noticing the changes in the season, allow caregivers to put on my hats, sunscreen.
- Begin to respond to personal needs: toilet, eat, drink, seek adult support when sad, uncomfortable etc
- Make independent choices about where things belong in the classroom and the outdoor space.
- Taking part in and experiencing celebrations
- Washing after using the toilet and hands prior eating.
- Simple programming (sensory room toys, lights).

Expressive arts and design

- Sculpture** Handling, manipulating and enjoying form and shape. Pull apart and construct using larger connecting items such as Duplo blocks, stickle bricks, magnetic tiles.
- Beginning to select materials for a desired effect.
- Music:** Moving and responding to music. Recognising familiar percussion instruments and using correctly. Using other objects to create. Create loud/quiet and fast/slow sounds. Begin to represent simple rhythm.

Literacy

- Listen to a range of stories and nursery rhymes, imitate/join in with signs and repetitive words and phrases.
- Show enjoyment and anticipation.
- Use props from the stories and rhymes.
- 5 key concepts of print and early phonics.
- Mark making activities (fine and gross motor skills).
- Recognise initial sounds and familiar groups of objects.

Maths

- Developing number sense: Counting songs and rhymes
- Classifying and sorting to support subitising 1-3 and 4,5.
- Recognising 3 and Not 3.
- 5 frames for registration and water bottles.
- Showing 1-5 on a five frame, and fingers.
- Use the Makaton sign for more.

Trips and Visit: Local Park, library, shops, farm. Strathmore school for swimming every Monday afternoon.