


Topic – How do we celebrate?

<p>Personal, social, emotional development</p> <p>Pupils will:</p> <ul style="list-style-type: none"> -begin to give reactions that show they can tell the difference between specific people in school, objects, places and events in their surroundings. -describe feelings e.g. angry, identify thing that make us happy and identify different ways of communicating different needs and needs to others. -start to look after their own belongings -self-care, toileting at their level -Names of other adults in the school and what they do e.g. Julie the cook. 	<p>Communication and language</p> <p>Attention autism (bucket) activities 4 times a day</p> <p>Makaton signs taught (please see website for sign of the week)</p> <p>Communication Boards taught at breakfast and snack time; individual communication aids available throughout the day</p> <p>Turn taking activities</p> <p>Story and rhyme times</p> <p>Follow simple instructions</p>	<p>High Quality Texts</p> <p>Developing early reading skills</p> 	<p>Physical development</p> <p>Daily use of:</p> <p>sensory circuit</p> <p>wheelbarrows, spinning cones, blocks and planks, trampet</p> <p>Scooters, trikes, 2-wheeler bikes</p> <p>Dance/yoga:</p> <p>Move to music</p> <p>Copy movements</p> <p>Remember movements</p> <p>Fine motor/OT activities daily.</p> <p>Self-care and hand washing. Wrapping presents</p>
<p>Understanding the world</p> <p><i>Celebrations around the world.</i></p> <p>How do we celebrate birthdays, Diwali, Christmas at home or in school?</p> <ul style="list-style-type: none"> -Aware of familiar routines and follows these. - Can make connections between features of their family and others. <p><i>Observe the changes from Autumn to winter:</i></p> <ul style="list-style-type: none"> -Use senses to explore and observe the things in the immediate environment, anticipating events and develop understanding of cause and effect (light, dark, sound). -Begin to observe things that change and make simple observations and records with help. Comment on what is observed. 	<p>Expressive arts and design</p> <p>Textiles Can thread large beads on a stick and thread pipe cleaners through a colander. Supported to add colour to dye play dough and observe the effects. Decorate using cut and stick skills.</p> <p>Able to decorate textiles with glue and items</p> <p>Attempts a lacing card with support Able to decorate textiles with glue and items to add colour and detail</p> <p>Able to talk about the feel of different fabrics - hard, soft, smooth etc.</p> <p>Music and cooking:</p> <p>Move whole body in response to music.</p> <p>Play to the pulse of music once modelled. Use rolling pins and cutters with playdough. Pour liquids from a jug to a bowl.</p>	<p>Literacy</p> <p>Listen to a range of stories and nursery rhymes in groups and individually.</p> <p>Join in with signs and repetitive words and phrases.</p> <p>Mark making activities</p> <p>Jigsaws and inset boards</p> <p>Play activities using props from the stories and rhymes.</p> <p>Stage 1 phonics s,a,t,p,i,n</p> <p>Oral blending</p> <p>Rhyme time</p>	<p>Maths</p> <p>Focussing on noticing – What do you see and how do you see it?</p> <p>Developing number sense: Counting songs and rhymes</p> <p>Combining objects e.g., stacking bricks, cups.</p> <p>Developing an understanding of 1-3 and 3/not 3</p> <p>Shape and pattern activities.</p> <p>Computing</p> <p>Switches and buttons in the sensory room observing cause and effect.</p>
<p>Trips and Visits</p> <p>Exploring different areas of the school</p> <p>Local walk Road safety, using the zebra crossing near to school.</p>			