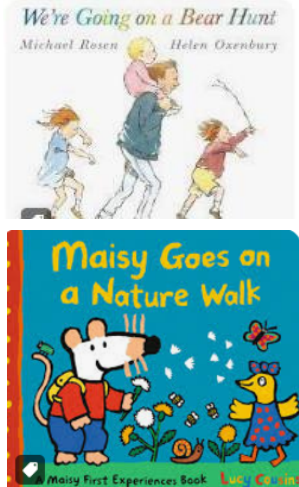


Topic – How do I get there?

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| <p>Personal, social, emotional development</p> <p>Pupils will:</p> <ul style="list-style-type: none"> -Observe and respond to different facial expressions. Begin to name/label different emotions. -Identify and recognise some personal belongings. - Independently get their own their own coat, shoes, water bottle and lunch box. - express likes and dislikes. | <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>Use of ALDs at breakfast, snack and lunch time and adult led tasks.</p> <p>Transition photos and symbols.</p> <p>Turn taking activities and simple group games.</p> <p>Story and rhyme times.</p> <p>Follow simple instructions.</p> | <p>High Quality texts</p>  | <p>Physical development</p> <p>Daily use of:</p> <p>sensory circuit, wheelbarrows, spinning cones, den-making materials, blocks and planks, climbing frame. Scooters, trikes, 2-wheeled bikes</p> <p>Soft play on Monday mornings:</p> <p>Develop balance, agility and co-ordination</p> <p>Develop flexibility, strength, technique and control. Climb safely</p> <p>Fine motor/OT activities daily.</p> <p>PE: Motor planning: sequencing, spatial reasoning, developing balance, agility and coordination.</p> <p>Music and movement group dance, copying actions, movement together, building relationships, gross motor skills.</p> <p>Yoga weekly on Tuesdays.</p> |
| <p>Understanding the world</p> <p>Pupils will:</p> <ul style="list-style-type: none"> -Be able to remember where things belong. - Be aware of familiar routines and follows these. - Explore and respond to natural phenomena experienced when outside. - Use the switches in the sensory room -interact with sound buttons. - confidently move around the school areas and back to Star's Class. | <p>Expressive arts and design Printing</p> <p>Art (experiment with shape and pattern, look at repeated patterns and different materials to create texture).</p> <p>Use a variety of materials to make marks such as sponges and blocks.</p> <p>Print onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>DT: exploring different textures and consistencies</p> <p>With adult support: mix ready weighed ingredients in a mixing bowl, use a wooden spoon to stir, pour liquids from a variety of different sized jugs to a bowl.</p> | <p>Literacy</p> <p>5 key concepts of print.</p> <p>Early phonics – environmental sounds and oral blending</p> <p>Listen to a range of stories and nursery rhymes, 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>Maths</p> <p>Developing number sense:</p> <p>Subitising</p> <p>Counting songs and rhymes</p> <p>Combining objects e.g., stacking bricks, cups.</p> <p>Focus on making groups of 1-3 introduce 4 and 5.</p> <p>Introduce and use the Makaton sign for more. Shape and pattern activities.</p> <p>Class calendar.</p> |

Trips and Visits

Year 2 pupils park and
local walk.