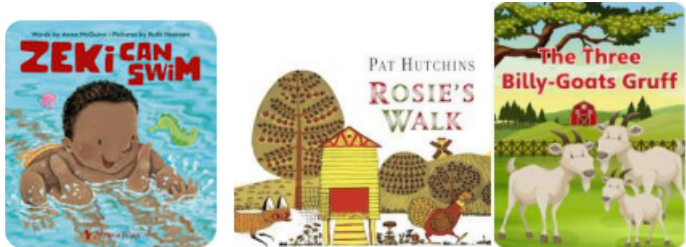


<p>Personal, social, emotional development</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Respond to stimuli or adult modelling using common play skills. - Ask for what they want using AAC/Talkers, wait and control their immediate impulses. - Take turns with peers with adult support. - Begin to cross roads safely using a crossing with adult support (holding hands). 	<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 communication aids at breakfast, snack and lunch time, during adult led tasks and available throughout the day for independent use.</p> <p>Transition photos and symbols and follow simple instructions.</p> <p>Turn taking activities.</p> <p>Story and rhyme times.</p> <p>Concept words explicitly taught.</p>	<p>High Quality texts</p>  <p>Continuing to develop early reading skills and demonstrating understanding of some of the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text left to right and top to bottom • the names of the different parts of a book • page sequencing 		<p>Physical development</p> <p>Daily: sensory circuits, wheelbarrows, spinning cones, den-making materials, blocks and planks, climbing frame. Scooters (3 and 2 wheeled, trikes, 2-wheeler bikes and balance bikes, trampette.</p> <p>Individual sensory diets – getting ready for learning.</p> <p>Soft play on Monday mornings: Develop balance, agility and coordination, develop flexibility, strength, technique and control. Climb safely</p> <p>Yoga session every Tuesday.</p> <p>PE Focus Team Skills and athletics. Fine motor/OT activities daily.</p>
<p>Understanding the world</p> <p>Pupils will: develop common play behaviours at the sand, water and block building areas.</p> <p>Put things away in classroom and the outdoor space.</p> <p>Explore the outdoor environment during summer.</p> <p>Allow caregivers to help with clothing and sunscreen, after having a try themselves.</p> <p>Handle or play with story and song props, sit with an adult whilst they tell the story/sing the song. Request favourite stories/songs.</p> <p>Join in with repeated and know phrases.</p>	<p>Expressive arts and design</p> <p>Sculpture:</p> <p>Pupils will handle, feel and manipulate mailable materials (e.g., play dough).</p> <p>Explore pulling apart and reconstructing shapes. Apply simple decoration.</p> <p>Music and Movement:</p> <p>Moving and responding to music in different ways, using gross motor whole arm and body movement. Using ribbons, hoops and scarves. Exploring untuned instruments to make fast and slow sounds.</p>	<p>Literacy</p> <p>Listen to a range of stories and nursery rhymes, join in with signs and repetitive words and phrases.</p> <p>Colourful semantics (Who? Doing what?).</p> <p>Mark making activities using a range of materials.</p> <p>Jigsaws and inset puzzles.</p> <p>Play activities using props from the stories and rhymes.</p> <p>5 key concepts of print and early phonics.</p>	<p>Maths</p> <p>Continue developing number sense through:</p> <p>Counting songs and rhymes</p> <p>Exploring shape and Space through play, including gross motor movement.</p> <p>5 frames for self-registration and showing amounts to 5 (including 0).</p> <p>Use the Makaton sign for more and experience maths talk throughout the day.</p> <p>Show amounts on fingers and join in with number rhymes.</p>	

Trips and Visit: walking safely with an adult in the school playground (avoiding obstacles and impulse actions), using the pedestrian crossing near the school (holding hand, following stop and wait instructions), with the aim of visiting the local park and playground. Hounslow Heath Farm visit.