


<p><b>Personal, social, emotional development</b>          I can respond to a tidy up song.          I can remember where things belong.          I can demonstrate recognition of familiar objects in my environment.          I can put rubbish in the bin.          I can sort waste items into different groups e.g., plastic, and paper, with guidance.          I give reactions that indicate that I know specific people, objects, places and events in my surroundings.          I respond curiously to facial expressions depicting different emotions.</p> <p><b>Computing</b>          Respond with curiosity to adult modelling of different ways that people communicate with each other.          Respond to stimuli about the different ways we can communicate with adults in school - e.g. look when a phone rings. Respond to adults familiar in school or home environments.          Recognise and respond to their name.</p>	<p><b>Communication and language</b>          Attention autism (bucket) activities 4 times a day.          Makaton signs taught (<a href="#">please see website for sign of the week</a>).          Communication Boards modelled and used at breakfast and snack time.          Individual communication aids available throughout the day.          Turn taking activities.          Story and rhyme times.          Follow simple instructions.          Concept Cat - Word Aware.          Regular SALT visits.          Makaton in assembly.</p>	<p><b>High Quality Texts</b></p> <p>Developing early reading skills:</p>  <p>Developing early reading skills          Beginning to understand some of the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text left to right and top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing.</li> </ul>	<p><b>Physical development</b></p> <p><b>Daily use of:</b> sensory circuits, individual sensory diets, wheelbarrows, spinning cones, blocks and planks, trampette, scooters, trikes, 2-wheeled bikes (balance and pedals).</p> <p><b>Dance/yoga:</b> Move to music together. Copy movements. Remember movements. Be part of a group. Yoga on Tuesday. Movement and Music on Wednesday.</p> <p><b>OT and Soft Play:</b> Move energetically: running, jumping, hopping. Bilateral co-ordination. Moving differently on the bench. Walking on a bench, turning midway and continuing. Developing balance, agility and co-ordination.          Fine motor/OT activities daily.          Shared session with OT Friday morning.          Self-care and dressing skills.</p>
<p><b>Understanding the world</b>          I can explore natural materials inside and outside and respond with curiosity to a variety of materials I am shown or find in the environment.          I can explore collections of materials with similar and/or different properties. I am able to begin to simply describe materials from a choice of two adjectives. I can explore how objects can be manipulated.          Respect and care for our planet:          I can begin to understand respect for the environment and all living things.          I am beginning to notice seasonal changes (signs of Spring)          Experience religious traditions linked to Easter, Holi and Passover.</p>	<p><b>Expressive arts and design</b></p> <p><b>Drawing:</b> Makes marks on paper with physical assistance / scribbles on paper          Mark makes with an emerging purpose using a range of resources (pencil, chalk, paint, pens, finger marks).          Observe and draw or trace simple shapes.          Explore different textures and experiment with different tools and surfaces.</p> <p><b>Music and cooking:</b>          Sing and sign known songs at the same time as others. Move to music freely.          Make high and low sounds with voice and instruments (Pitch).          Make a decorate play dough food e.g., cupcakes and cookies. Begin to develop a food vocabulary using taste, smell and texture.</p>	<p><b>Literacy</b></p> <p>Listen to a range of stories and nursery rhymes in groups and individually.          Join in with signs and repetitive words and phrases.          Mark making and early writing activities.          Puzzles and simple connecting games.          Using props to engage with and retell stories and rhymes.          Phonics: u, h, b, f, l          Revise: m,d,g,o,c,k,e,r          Oral blending          Rhyme time          Recognise own name          Make name from letters, write name</p>	<p><b>Maths</b></p> <p>Developing number sense:          Counting songs and rhymes (forwards and backwards)          Subitising 1-3 and 1-5          Using Tens frames to subitise 1-10.          Make 6 and 7 using number concepts.          Distinguish between 1 and lots          Combining objects - jigsaw puzzles.          Repeating patterns.          Exploring shape in stories.          Copy or continue a simple AB pattern.</p>

Trips and Visits

Road safety, using the zebra crossing near to school.

Exploring different areas of the school (big playground) and preparing for a visit to the local park.