

Half termly skills curriculum plan. Red 2 - Louise Bruce. Spring 2. 2019

<u>Literacy</u>	<u>MATHS</u>	<u>SCIENCE</u>	<u>ICT</u>	<u>PSD</u>
<p>Listening and responding to topic related stories including Farmer Duck, Noisy Farm and Lily gets lost.</p> <p>Engaging in sensory stories and props.</p> <p>Recalling main events through sequencing, exploring key characters and repeated refrains.</p> <p>Matching symbols and labelling.</p> <p>Role play/ dress up.</p> <p>Recalling and sharing weekend news.</p> <p>Phonics – rhymes and sounds (Old MacDonald, phase 1 - animal sounds/environmental sounds)</p> <p>Individual speech and communication targets (PECS, colourful semantics, gesture, speech sounds, blending sounds).</p> <p>Library time - exploring and handling books, and emergent reading.</p> <p>Practising early handwriting skills - fine motor/mark making/what's in the bag activities/letter formation.</p>	<p>Number: counting skills, number rhymes, 1:1 correspondence, recognising, reading and writing numbers, ordering numbers. matching numeral to quantity.</p> <p>SSM: Time - developing an understanding of before/after, now/next and day/night. Sequencing 2 events. Following a visual time table.</p> <p>Calculation: finding numbers of objects and comparing numbers (more and less)</p>	<p>Life Processes: life cycles and growth</p> <p>Explore farm animals - adult and babies, habitats and farm life.</p> <p>Story/rhyme - The Farmyard Jamboree.</p> <p>Life cycle - chickens.</p> <p>Grouping and sorting.</p> <p>Planting and growing seeds.</p> <p>Role play.</p>	<p>Explore ICT programs.</p> <p>Explore ICT equipment.</p> <p>To make choices and communicate about what we see.</p> <p>Symbols and switches to communicate meaning.</p> <p>Board maker.</p> <p>Cause and effect equipment - switches/toys/Ipad/IWB</p> <p>Sensory room.</p> <p>Collecting data - photo's/mark making.</p> <p>Sorting data</p>	<p>Personal targets.</p> <p>Turn taking.</p> <p>Sharing resources,</p> <p>Playing games with peers – play skills.</p> <p>Attending the school café.</p> <p>Participating in the wider school community.</p> <p>Develop independence.</p> <p>To make choices.</p> <p>Hygiene and self-care.</p> <p>Share about family and home life - pets.</p>
Topic – Farms				

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<u>HUMANITIES</u>	<u>SENSORY ACTIVITIES</u>	<u>PHYSICAL EDUCATION AND DEVELOPMENT</u>	<u>DESIGN TECHNOLOGY</u>	<u>CREATIVITY</u> (Art and Music)
<p>(RE, History, Geography) Recall and share weekend news. Animal habitats - pond/stable/field/house etc. Easter story and related activities.</p> <p>Visits: Ouseburn farm and Bill Quay farm.</p>	<p>Massage and interaction Sensory stories Sensory room Sensory music Sensory art sessions Sensory exploration/messy play Music and movement sessions with Mary.</p>	<p>Developing skills in: movement, balance and coordination. Move and Groove Swimming targets Daily wake up shake up Soft play Rebound Judo PE sessions - exploring equipment (mats/balls/rock n rolla etc) and how to use them safely. Outdoor: bikes, slide, steps, swing etc.</p>	<p>Follow instructions and explore ingredients in cooking. Create 3D models relating to topic – make a barn. Animal masks. Decorate eggs. Easter crafts for the Easter fair.</p>	<p>Art: create pictures using a range of materials and media - animal and tractor tyre printing, collage, painting. Music: Rhymes and songs with repetition linked to topic. Musical instruments. Following actions and patterns.</p>