

## Half termly skills curriculum plan. Red 2 - Louise Bruce. Summer 1. 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 Whatever Next and Teddy Bears Picnic.</p> <p>Engaging in sensory stories and props.</p> <p>Recalling main events through sequencing, exploring key characters and repeated refrains.</p> <p>Answering simple questions related to the text using colourful semantics, symbols and speech.</p> <p>Matching symbols.</p> <p>Role play/ dress up.</p> <p>Recalling and sharing weekend news.</p> <p>Phonics – rhymes and sounds. Letter (phoneme and grapheme) recognition.</p> <p>Individual speech and communication targets.</p> <p>Library time - exploring books and emergent reading.</p> <p>Practising early handwriting skills - fine motor/mark making/what's in the bag activities/letter formation.</p> <p>Intensive interaction.</p>	<p>Number: counting skills, number rhymes, 1:1 correspondence, reading and writing numbers, ordering numbers.</p> <p>SSM:</p> <p>Weight - to show an awareness of weight and begin to understand and describe mass. weighing and exploring natural materials.</p> <p>Position and direction - explore positions and directions. Explore positions and positional language at the park and on the play equipment.</p>	<p>Materials and their properties:</p> <p>Explore and show an awareness of different materials. Looking at natural materials found at the park.</p> <p>Beginning to name and sort materials by properties.</p>	<p>Explore ICT programs.</p> <p>Explore ICT equipment.</p> <p>To make choices and communicate about what we see.</p> <p>Collect information through taking pictures on the camera and Ipad.</p> <p>Cause and effect - mark making on IWB, simple ICT games using mouse/keyboard/ switches, remote control toys and equipment, sensory equipment.</p>	<p>Continue with:</p> <p>Personal targets.</p> <p>Turn taking.</p> <p>Sharing resources, 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>Participate in the local community – walk to the park, play with equipment safely, explore local parks and gardens. Visit local shops to buy picnic foods.</p>
<b>Topic – Parks and Picnics</b>				

Half termly skills curriculum plan. Red 2 - Louise Bruce. Summer 1. 2019

<b><u>HUMANITIES</u></b>	<b><u>SENSORY ACTIVITIES</u></b>	<b><u>PHYSICAL EDUCATION AND DEVELOPMENT</u></b>	<b><u>DESIGN TECHNOLOGY</u></b>	<b><u>CREATIVITY</u></b> (Art and Music)
<p>(RE, History, Geography)                      Recall and share weekend news.                      To visit and explore local parks and gardens.                      Planting and growing flowers/plants.                      Exploring the school gardens.                      Gardening session with Kat</p>	<p>Massage and interaction                      Sensory stories                      Sensory room                      Sensory music                      Sensory art sessions                      Sensory exploration/messy play – eg. gardening and planting</p>	<p>Developing skills in: movement, balance, coordination, ball skills and using equipment safely.                      Move and Groove                      Swimming targets                      Daily wake up shake up                      Soft play                      Judo                      Outdoor: bikes, slide, steps, swing etc.                      Exploring park play equipment - swings, slides, roundabout, see saw.</p>	<p>Follow instructions and explore ingredients in cooking.                      Picnic food – make sandwiches, jelly, smoothies, fruit salads, jam tarts.                      Make a picnic blanket – design and make.</p>	<p>Art: nature hunt pictures/collages, transient art (twigs, leaves, petals, stones etc), petal and leaf rubbings,                      Music: Rhymes and songs with repetition linked to topic.                      Musical instruments.                      Following actions and patterns.                      Music and movement sessions.</p>