

Literacy	Maths	Science	ICT	Personal and social Development
<p>To develop skills in:</p> <p><b>Stories – ‘The Lighthouse keepers lunch’</b> Responding to texts by looking at characters, events and keywords. Sequencing, story recall, identifying main events &amp; Familiar phrases.</p> <p><b>Mark making</b> – follow writing framework.</p> <p><b>What’s in the bag</b> – fine motor skills/sensory exploration</p> <p><b>Phonics activities</b> – Sound box work &amp; little Chatterboxes.</p> <p><b>Reading</b> – ORT/Library/Sensory story</p>	<p>To develop skills in:</p> <p><b>Number</b> -Number rhymes, counting skills, comparing numbers, adding numbers, Reading, writing &amp; ordering numbers.</p> <p>Doubling numbers, fractions</p> <p><b>Measures</b> – capacity</p> <p><b>SSM</b>-, 3d shapes, angles, position.</p> <p><b>Data Handling</b> – reading tables, graphs</p> <p><b>U&amp;A</b> – To order events, exchange objects &amp; symbols. To locate class resources.</p>	<p><b>Physical processes - Forces</b></p> <ul style="list-style-type: none"> <li>- To experience different movements &amp; speeds</li> <li>- To experience pulling &amp; pushing</li> </ul> <p><b>Physical processes - Light</b></p> <ul style="list-style-type: none"> <li>- to observe shadows</li> </ul> <p><b>Materials and their properties.</b></p> <ul style="list-style-type: none"> <li>-To explore different natural materials – sand/water/rocks.</li> <li>- To separate materials – seaweed, shells, driftwood</li> <li>-Floating and sinking</li> </ul>	<p><b>Beginning to find information - unit 2.1b</b> experience using a variety of tools to explore information sources</p> <p><b>Beginning to write- Unit 2.3b</b> Develop keyboard skills to enter text</p> <p><b>Different ways to communicate- Unit 2.2e</b> explore different ways to communicate verbally</p> <p><b>PMLD - About me – unit S1a</b> Encounter, show awareness and respond to a range of ICT effects and other stimuli experiences produced by ICT devices using switches</p>	<p><b>On-going PSD targets.</b></p> <p>Working with each other. Sharing resources, taking turns. Playing alongside others and games with peers. Class monitor roles Using the toilet. Personal hygiene. Making healthy choices at meal times. Independent skills. Class Charter – follow ‘rules’ to maintain a good working environment. Use strategies to manage own behaviours and emotions.</p>

## Topic: Rivers and Coasts

Humanities (RE History Geography)	Sensory Activities	Physical Education Games	Design Technology/ Cookery	Creativity (Art and Music)
<p>To share weekend news.</p> <p>To develop understanding of school week.</p> <p>Look at the environment, develop an awareness of different weathers and climates</p> <p>Educational visits – ferry crossing on the Tyne, Souter lighthouse</p>	<p>Tac pac</p> <p>Massage and interaction</p> <p>Sensory room</p> <p>Sensory music</p> <p>Sensory art sessions</p> <p>Sensory exploration/messy play – Create rock pool, sand, water</p>	<p>Daily wake up shake up, weekly soft play and hydrotherapy/swimming sessions.</p> <p>To work in outdoor classroom.</p> <p>To use listening skills &amp; follow instructions during Judo &amp; PE activities.</p> <p>Sensory PE/ physio targets</p> <p>Reaching, interacting and responding to movements.</p>	<p>To make</p> <ul style="list-style-type: none"> <li>- sandwiches</li> <li>- biscuits</li> <li>- angel whirl</li> <li>- toasted sandwiches</li> </ul> <p>To engage and explore in sensory food based activities</p>	<p>To look at &amp; create art work using various textiles.</p> <ul style="list-style-type: none"> <li>- create a lighthouse</li> <li>- seaside pictures</li> <li>- river picture</li> </ul> <p>Music with Mary</p>

