

My Communication

Listening and Attention

- Listening to and reciting nursery rhymes and action songs.
- Listening to and sharing stories connected with the topic - 'The Very Hungry Caterpillar' & 'The Very Busy Spider'
- Joint attention and engagement in Attention Autism activities

Understanding

- Pointing to & naming different items connected with the stories.
- Responding to instructions given by adults.
- Responding to the stories shared.

Speaking

- PECS/communication during snack, choose and adult guided activities such as songs.
- responding as appropriate in topic activities.
- Small world play.

Reading

- Listening to stories connected with the topic (see above)
- Daily shared reading of books and reading area available.
- Learning how to handle books carefully.
- Recognising their own name / photo and that of their peers.
- Early phonics skills of recognising environmental sounds and if appropriate beginning first read, write inc sounds.

Writing

- Mark making and name tracing activities.
- Encourage mark making in all areas.
- Writing/ mark making activities related to all work in class.

Personal and Social Development

- Being able to settle at activities with support where needed.
- Developing skills of anticipation, turn-taking and sharing.
- Learning how to be with others and play alongside or with others.
- Use of photos or symbols as appropriate to structure their day or what is happening next.
- Learning to settle at activities with / without support.

My Thinking

Number

- Listening to and joining in number rhymes and action songs with props. 'Filling in' the gaps when there is a pause in the song/rhyme.
- Exploring fine motor skills connected with numeracy such as shape sorters, number puzzles and threading tasks.
- 1:1 correspondence of objects (e.g. putting one apple on each plate or one hat on each doll)
- Counting ordering and recognising numbers.

Size

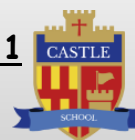
- Practical activities - matching items that are the same, sorting big and little items where there is a large difference.

Pattern

- Musical patterns, movement patterns
- Looking for patterns in the environment
- Begin to copy and continue patterns based on colour, shape or rhythm



Summer Term 1



Animal Encounters

Physical Development

Movement

- Action rhymes and songs connected with class work.
- Travelling around a circuit in the classroom or sensory rooms exploring different types of movement.
- Stretches and OT as appropriate.

Self-care

- Taking off and attempting to put on coats and shoes/boots.
- Toileting skills
- Washing hands
- Playing safely in the school environment

My World

(Science, History, Geography)

- Explore the features of animals and plants with all the senses (grow sunflower seeds).
- To recognise the stages of an animal lifecycle - focus on caterpillar to butterfly (grow caterpillars to butterfly)
- Recognise different animals eat different foods.
- Make a wormery in the classroom for children to explore
- To name animal body parts and assemble a whole animal - dog/cat

ICT

- Cause and effect using switches in sensory room
- Use of programmes such as: 2 Paint a Picture, SENict resources.
- Children to take photographs of the environment and watch as they are played back on the Smartboard.

My Creativity

Art

- Painting and collage activities
- art work around the story of 'The Very Hungry Caterpillar'
- art work around minibeasts

Music

- Singing nursery rhymes and action songs.
- Exploring making musical sounds using instruments.
- Exploring playing 'loud' and 'quiet' and 'stop' and 'go'.