

My Communication

Communication and Literacy

Spring 1: Space Explorers

- Engaging in stories on a theme. Such as 'What ever next' by Judith Kerr
- Completing actions or BSL signs in topic stories.
- To complete descriptions on characters and space objects and vehicals..
- To role play and dress up as astronauts.
- To engage in mark making, creative activities or sensory adult-led activities around each week's topic focus.
- Identifying Key words and objects linked to space explorers.
- Forming simple shapes, letters and patterns
- Forming focus letters and CVC words in Phonics sessions.
- Engaging in weekly 1:1 reading sessions in the library.
- Forming letters in my name and upper case letters.
- Creating sentences using colourful semantics.
- To make lists, give explanations and to write our own space adventure using colourful semantics.

Spring 2: Witches and Wizards.

- To explore and engage with texts linked to focus, such as: *Potion commotion* by Peter Bently, *What's in the Witches kitchen?* By Nick Sharrat and *Room on the Broom* by Julia Donaldson.
- To make, structure and write lists.
- To follow and structure instructions and recipes.
- To engage with key focus objects and identify what they are and assign labels.
- To engage with sensory stories.
- To engage and participate in key actions and BSL signs.
- Role play familiar familiar stories about Witches and Wizards.
- To make potions and write lists of ingredients for ingredients we need for our potions.
- Create our very own *Potion commotion*.
- Forming simple shapes and patterns
- Forming focus letters and CVC words in Phonics sessions.
- Engaging in weekly 1:1 reading sessions in the library.
- Forming the letters in my name. and upper case letters

My Body

Physical Skills

Spring 1: Gymnastic Skills.

- Engaging in familiar action songs.
- Following instructions i.e. key movements and poses
- Responding to my name in PE tasks in the gym.
- Starting and stopping on request.
- Moving and completing movements in and out of equipment i.e. tunnels, hoops and mats.
- Moving carefully around objects and people
- Developing my gross motor skills.
- Developing my balancing skills on one leg, jumping and rolling.
- Develop fine motor skills thorough funky fingers and dough disco.

Spring 2: Dance.

- Engage in familiar songs.
- Follow instructions such as starting and stopping on request.
- Moving freely to music.
- Experimenting with music.
- Copying movements or actions in songs.
- Engage within familiar action songs during warm up activities.
- Develop gross motor skills through circuit activities.
- Develop fine motor skills thorough funky fingers and dough disco.

Ways you can help your child:

- Encourage your child to engage in balancing along a line, bench, visit a park and exploring balancing play apparatus. .
- Encourage your child to engage in action songs and copy the actions with them
- Encourage your child to engage in some rolling and moulding activities with dough (1 cup of flour and $\frac{1}{2}$ cup of water).
- To work on our 'Percy parrot' (pincer grip) in picking up cereal and putting them into cups or fastening buttons on clothes.
- To create marks in flour/sand or on paper making circles and lines.

My Independence

Skills for Life

Spring 1: We will focus on: Shopping: choice making, exchanging money, developing our social skills, fine motor and making shopping lists. We will be exploring these areas through Attention Autism (Bucket), followed by exploring and engaging with each weeks theme through a carousel of adult-led activities, community visits, books, songs, modelling and answering who/what/where differentiated comprehension tasks.

Spring 2: We will focus on visiting our local library where we'll us a library card, choosing a book, returning books. We will also focus on road safety and labelling specific signs and developing our fine motor. We will be exploring these areas through Attention Autism (Bucket), followed by exploring and engaging with each weeks theme through a carousel of adult-led activities, community visits, books, songs, modelling and answering who/what/where differentiated comprehension tasks.

Social Development

- Engage within turn taking games with an adult or peer.
- Using communication aids: boards, books and PEC's to communicate and complete structured games.
- Engage within 1:1 identiplay to develop functional play skills
- Participate in parachute group games.

Ways you can help your child:

- Engage within turn taking games.
- Engage in and participate in washing grooming tasks of brushing hair, teeth and washing faces and hands.
- To visit places in their community and work on road safety.
- To help with shopping and putting shopping away at home.

- To use preferred communication aids to make requests using 'I want _____'.
- Creating colourful semantic sentences.

Ways you can help your child:

- Share some of your favourite stories with your child.
- Encourage your child to identify what they can see and what has happened, they be able to predict what will happen next with support of closed questions
- Sing and act out familiar rhymes.
- Explore stories about space, such as 'Whatever next'.
- To explore, read or watch stories about witches and wizards. You can watch 'Room on the Broom' on BBC i-player.
- Find things that rhyme (sound the same) at home such as toys or objects i.e. sock and rock.
- Explore with mark making simple patterns and shapes.
- To explore the letters in their name.

- Engage or participate in morning and evening routines of brushing hair, brushing teeth or washing face

.My Community

Personal Development

Spring 1:

-PSHE: Self-care, Self awareness-People who are special to us.

To explore and participate in the story 'My family, your family!' by Kathryn Cole.

- Identify and explore our family photos of people that are special to us.
- To explore and share what we enjoy doing with the people that are special to us in a family's and school.
- To complete labelling and answer Who/What and where questions relating to people who are special to us.
- To engage in activities around family and different types of family units.
- Engage in role play activities around families.
- Engage in small world or adult led activities around family and different activities and places we go i.e. park, shops, holidays etc.

Cultural development: School values 'Innovate'.

- Explore and engage in activities, stories and songs about special inventions around us. Such as: Frank Epperson-Ice

My Cognition

Spring 1:

Digital literacy: E-safety and digital painting on computer systems.

E-Safety - Searching for Information (Navigating Devices),

- search for information on different devices (iPad & desktop)
- Exploring how to make things happen and explore using switches, target games and cause and effect games.
- To explore with how I can make marks on different apps and online activities.
- To make different paintings and work on selecting different colours shapes, forming shapes and assigning meanings to our markings.
- Typing skills.

Maths: Number

- To engage with number language 0-20 and what these numbers represent.
- To engage with sequencing numbers.
- Engaging and participating in number songs.
- Explore language of before and after.
- Explore with sequencing from any given number.
- To engage and participate in activities that match numbers and their amounts.

My Creativity

Creativity

Spring 1: Cosmic art

Art:

- To explore how to make marks and patterns on materials.
- To make art work that includes: planets, swirls, stars, bright colours and astronauts,
- To design my rocket.
- To help and participate in making a large 3D rocket.
- To explore what key shapes, letters or colours they want on their art work.
- To make clear prints using a range of tools and resources.
- To take time and care over our art projects.
- To share resources and painting tools.
- To communicate colours and what they need using communication aids.

Music -following instructions

- _Engage and explore different types of instruments and their sounds.

lolly, George Crum-Crisps, Kellogg brothers-Cornflakes, Edwin Binney-chalk and crayons, Thomas Edison-Light bulbs etc.

- To explore and engage with the book 'Octopants' and with pictures of inventors and their inventions.
- Engage with activities these focuses.
- Engage and explore with activities and work tasks around celebrations and special occasions.

Summer 2: Support and safety in the community

PSHE Self care and support.

To explore how to stay safe and engage and participate in the book

"How do dinosaurs stay safe" by Jane Yolen

- Engage and role play with Baby dolls
- To engage and participate in adult-led activities around first aid using Plasters/bandages
- To explore, engage and participate in books and role play about People who help us dress up pack
- To explore and learn about people who keep us safe.
- To explore and learn about people who help us.
- To mark make and create different professionals that 'help us'. Such as First aiders, doctors etc.
- Communicating our feelings during group circle.

RE: Hinduism and Holi, Special occasions and celebrations:

- To explore, engage and participate in stories or songs about Hinduism, Hindu Gods and Holi.
- To engage and participate in activities led by adults.
- To engage and participate in our own Holi celebration.

Ways you can help your child:

- Explore and listen to stories or watch cartoons around jobs people do. Dr Raj, Fireman sam, Bob the builder, Paw patrol.
- Look jobs when out in the community.

Working World:

-Science-Seasonal changes

- Explore key features of each season through a multisensory experience
- Be able to match or name each of the 4 seasons
- Be able to match or name at least 2 key weather phenomena
- Be able to identify a puddle and link this to rainfall
- Participate in recording the weather
- Participate in making a device to collect rainfall
- Participate in investigating the wind

-History-Space travel and Neil Armstrong

- To explore space travel as we role play going on our own journey through our solar system.
- Explore our solar system and the planets within.
- To explore and look at images of Neil Armstrong and engage and participate in a sensory story about who he is and what he did.
- To explore through adult led activities around what happened and what Neil Armstrong did.
- Label people, things and planets linking to our topic and focus.
- To create models of rockets.

Spring 2:

Digital literacy: Typing skills/keyboards/mouse control.

- To operate simple programs and complete typing and letter formation/ letter or word dragging activities.
- To complete CVC word building/typing on purple mash
- To type letters and words on Purple mash to develop my typing skills.
- To complete letter pop or simple typing activities.
- To complete game objectives.

Maths: Measure.

- To explore what number represents and match the correct correspondence to numerals.
- To explore different types of measurement.
- To explore with language of heavy and light using bucket scales.
- To explore with how numbers represent how heavy or light objects are.

- To identify different types of familiar instruments
- To participate in different songs and activities with our instruments.
- Turn taking with instruments.
- Showing preferences to musical instruments.
- Discuss likes / dislikes
- Following instructions to play fast and slow

Spring 2: Art: design a witches or wizards cloak

- To create magic themed artwork.
- To design and create our own cloaks, hats and wands.
- To take time and care over our projects.
- To explore and use a range of tools and resources.
- To explore what key shapes, letters or colours they want on their art work and projects.
- To make clear prints using a range of tools and resources.
- To take time and care over our art projects.
- To share resources and painting tools.
- To communicate colours and what they need using communication aids.

Music: Music -following instructions.

- Engage and explore different types of instruments and their sounds.
- To identify different types of familiar instruments
- To participate in different songs and activities with our instruments.
- Turn taking with instruments.
- Showing preferences to musical instruments.
- Discuss likes / dislikes
- Following instructions to play quiet and loud.

Ways you can help your child:

- Can explore and listen to favoured songs and music.

Spring term 1: topic focus-Space Explorers

- To look at how to keep ourselves safe.
- Role play how to help people when they are injured.
- Talk to your child about Religions, celebrations or festivals during April, May, June and July, explain that some people have different religions and that is ok - talk about your religion if you have one.

Spring term 2: topic focus- Witches and Wizards

- To investigate how heavy objects are in my environment.

Working World:

-Science: Light and dark

- To explore and investigate light and dark.
- To investigate light toys and how they operate
- Use torches to explore and create shadows.
- Investigate different light sources
- As we complete our investigations we will explore, become familiar and use the following vocabulary: light, dark, night, day, sun and non-shiny, shiny, shadow and source.

-Geography- Maps and Identifiable features.

- *Explore maps of Linton and other local areas.*
- *Explore how to make our own map of Linton based upon key buildings and places we have visited.*
- *To create our own maps.*
- *To label maps and their identifiable features.*

Ways you can help your child:

- Practice searching for favourite programmes on the iPad and / or laptop
- Explore your local area, what do we see or what can you do.
- To watch and explore nature/season programs or cartoons that include seasonal changes and light and dark.
- To explore what things turn on and off at home.

Dalmatian Class.

- Can create sounds using pots and pans.
- Can print with toys or tools.
- Can make patterns in flour such as lines, dots and triangles.