

<p><b>My Communication</b></p> <p><b>Communication and Literacy</b></p>	<p><b>My Body</b></p> <p><b>Physical Skills</b></p>	<p><b>My Independence</b></p> <p><b>Skills for Life</b></p>
<p><b>Summer 1: <u>Heroes</u></b></p> <ul style="list-style-type: none"> <li>Engaging in stories on a theme.</li> <li>Completing actions or BSL signs in topic stories.</li> <li>To complete descriptions on Hereos.</li> <li>To role play and dress up in super hero costumes</li> <li>To engage in mark making, creative or sensory adult-led activities around each weeks topic focus.</li> <li>Identifying rhyming pairs when completing 'silly soup'.</li> <li>Forming simple shapes and patterns</li> <li>Forming focus letters and CVC words in Phonics sessions.</li> <li>Engaging in weekly 1:1 reading sessions in the library.</li> <li>Forming letters in my name and upper case letters.</li> <li>Creating sentences using colourful semantics</li> </ul> <p><b>Summer 2: <u>On Safari-poetry</u></b></p> <ul style="list-style-type: none"> <li><i>To explore and engage with animals and their humorous antics..</i></li> <li><i>To engage with key focus animals and identify what they are and assign labels.</i></li> <li><i>To engage with sensory stories.</i></li> <li><i>To engage and participate in key actions and BSL signs.</i></li> <li><i>Role play familiar rhymes/poems around animals..</i></li> <li><i>To create a fact file about animals.</i></li> <li><i>Explore safari animals and their habbitats through sensory play, stories, books and adult-led activities.</i></li> <li>Forming simple shapes and patterns</li> <li>Forming focus letters and CVC words in Phonics sessions.</li> <li>Engaging in weekly 1:1 reading sessions in the library.</li> <li>Forming the letters in my name. and upper case letters</li> <li>To use preferred communication aids to make requests using 'I want ____'.</li> <li>Creating colourful semantic sentences</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Share some of your favourite stories with your child.</li> <li>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</li> </ul>	<p><b>Summer 1: <u>Team games: turn taking</u></b></p> <ul style="list-style-type: none"> <li>Engaging in familiar action songs.</li> <li>Following instructions i.e. key actions and speeds</li> <li>Responding to my name in team game objectives</li> <li>Starting and stopping on request.</li> <li>Moving and completing actions in team games, such as: duck duck goose and scarecrow tig.</li> <li>Moving carefully around objects and people</li> <li>Develop gross motor skills through team games.</li> <li>Develop fine motor skills thorough funky fingers and dough disco.</li> </ul> <p><b>Summer 2: <u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>Engage within different throwing, running and jumping activities, such as target throwing, boccia, bean bag toss, running to and from specific markers, jumping over hurdles or in and out of hoops.</li> <li>Engage within familiar action songs during warm up activities.</li> <li>Develop gross motor skills through circuit activities.</li> <li>Develop fine motor skills thorough funky fingers and dough disco.</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Encourage your child to engage in balancing along a line, bench, visit a park and exploring balancing play apparatus.</li> <li>Encourage your child to play team games, such as: duck duck goose, parachute games-someone's hiding, stuck in the mud, relay races and bowling.</li> <li>Encourage your child to engage in action songs and copy the actions with them</li> <li>Encourage your child to engage in some rolling and moulding activities with dough (1 cup of flour and <math>\frac{1}{2}</math> cup of water).</li> <li>To work on our 'Percy parrot' (pincer grip) in picking up cereal and putting them into cups or fastening buttons on clothes.</li> <li>To create marks in flour/sand or on paper making circles and lines.</li> </ul>	<p><b><u>Summer 1:</u></b> <i>We will focus on: dressing, fine motor and sequencing what to wear for particular occasions, weathers and seasons.. 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, books, songs, modelling and answering who/what/where differentiated comprehension tasks.</i></p> <p><b><u>Summer 2:Enterprise..</u></b></p> <ul style="list-style-type: none"> <li>We will explore and engage with key stages of our projects.</li> <li>With support we will develop our skills in following steps in instructions.</li> <li>To explore and experience exchanging money</li> <li>Develop our fine motor skills using a variety of tools and equipment.</li> <li>To follow simple steps in instructions.</li> <li>To travel to and from locations in our community during community visits.</li> <li>Will develop our life skills in exploring our community.</li> <li>Will develop our life skills in making and selling our project.</li> </ul> <p><b><u>Social Development</u></b></p> <ul style="list-style-type: none"> <li>Engage within turn taking games</li> <li>Engage within identiplay to develop functional play skills</li> <li>Participate in parachute group games.</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Engage within turn taking games.</li> <li>Engage in washing plastic plates, cups or cutlery with soap and water.</li> <li>To visit places in their community and work on road safety.</li> </ul>

<ul style="list-style-type: none"> <li>Sing and act out silly poems such as: 'We're going on safari'</li> <li>Find things that rhyme (sound the same) at home such as toys or objects i.e. sock and rock.</li> <li>Explore with mark making simple patterns and shapes.</li> <li>To explore the letters in their name.</li> </ul>		<ul style="list-style-type: none"> <li>To make and help with shopping and making payment exchanges with cashiers.</li> <li>Engage or participate in morning and evening routines of brushing hair, brushing teeth or washing face</li> </ul>
<p align="center"><b>.My Community</b></p> <p><b>Personal Development</b></p> <p><b>Summer 1:</b></p> <p><u>-PSHE:</u> Self-care, support and safety in the community, World I live in-Jobs people do, -</p> <ul style="list-style-type: none"> <li>To explore people that help us.</li> <li>To explore and participate in the story 'When I grow up'.</li> <li>Identify key jobs and what qualities people need to have to complete that job role i.e. Happy, caring, good listener, good at cooking/chopping, good at drawing etc.</li> <li>To engage in activities around exploring jobs people do</li> <li>Engage in role play activities around jobs people do, such as: police, cook, lunch time supervisor, astronaut, hair stylist or builder etc.</li> <li>Engage in small world or adult led activities around jobs people do, such as: building homes, painting nails, completing cutting skill activities (hair dresser), making and roleplaying a cafe.</li> <li>Labelling jobs people do and what qualities they need.</li> </ul> <p><u>RE: Special occasions and celebrations:</u></p> <ul style="list-style-type: none"> <li>Explore and engage in activities, stories and songs about special occasions and what people celebrate at this time of year.</li> </ul>	<p align="center"><b>My Cognition</b></p> <p><b>Summer 1:</b></p> <p><u>Digital literacy: E-safety and Making things happen .</u></p> <p><u>E-Safety - Searching for Information (Navigating Devices),</u></p> <ul style="list-style-type: none"> <li>search for information on different devices (iPad &amp; laptop)</li> <li>Exploring how to make things happen and explore using switches, target games and cause and effect games.</li> <li>To explore with how things can move across a screen.</li> <li>To record and create a puppet show using the Sock puppet app.</li> <li>Explore using dinosaur bot.</li> </ul> <p><u>Maths: Statistics</u></p> <ul style="list-style-type: none"> <li>To engage with sorting language such as: colours or categories or places or habitats or time of day.</li> <li>To engage with sorting activities and putting objects into groups and identifying how many in each group.</li> <li>Explore with making a pictogram</li> <li>Explore with time and times of day and what we do.</li> <li>Investigate what we have gathered in a pictogram and share our findings.</li> <li>Explore and investigate independently in sorting activities.</li> </ul> <p><b>Working World:</b></p> <p><u>-Science-Pushing and pulling</u></p>	<p align="center"><b>My Creativity</b></p> <p><b>Creativity</b></p> <p><b>Summer 1:</b></p> <p><u>Art: to design and make a superhero costume</u></p> <ul style="list-style-type: none"> <li>To explore how to make marks and patterns on materials.</li> <li>To design each part of my costume.</li> <li>To explore what key shapes, letters or colours they want on their cape, mask, shield or top.</li> <li>To make clear prints using a range of tools and resources.</li> <li>To take time and care over our art projects.</li> <li>To share resources and painting tools.</li> <li>To communicate colours and what they need using communication aids.</li> </ul> <p><u>Music -world</u></p> <ul style="list-style-type: none"> <li>Engage and explore different types of instruments from around the world</li> <li>To identify different types of music</li> <li>To participate in different songs and activities around creating composition with our instruments.</li> <li>Turn taking with instruments.</li> </ul>

- Engage with activities these focuses.
- Engage and explore with activities and work tasks around celebrations and special occasions.

**Summer 2:**PSHE Bereavement-loss and change-changes in my family

- Explore who is in my family and participate in the book 'Who's in my family' by Robbie Harris
- Explore different types of family in the book.
- To mark make and create family portraits.
- Exploring and identifying what are our belongings and possessions and how they make us feel?
- To explore how things may change in families, what stays the same and what may change. i.e. moving house
- To explore and identify what we may feel if we lose something special, and explore our emotions linking back to our colourful monster.
- Engaging with colours and linking them to emotions
- Linking bodily sensations to feelings
- Communicating our feelings during group circle.

Cultural development: Diversity and pride.

- Develop an awareness for diversity and love.
- Become aware of other peoples differences and what makes them special i.e. age, culture, religion etc.
- Explore pride activities and different family structures.

**Ways you can help your child:**

- Explore and listen to stories or watch cartoons around jobs people do. Fireman sam, Bob the builder, Paw patrol.
- Look jobs when out in the community.
- To explore emotions and look at the color monster story- it is available on youtube.
- 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.

- To explore different types of toys that push or pull
- To explore what objects around us push or pull i.e. buttons.
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- To engage in different investigations on which objects travel further down ramps such as: cars vs a sock or a ball.
- To assign images into groups on whether it pushes or pulls
- To explore through sensory activities through familiar objects
- To explore our school and what pushes or pulls.

-History-great fire of london

- To explore London and then and now.
- To explore through adult led activities around what happened through play i.e. putting out laminated fires
- Label geographical features that are familiar to us.
- To create models and pictures of familiar geographical features.

**Summer 2:****Digital literacy: creating digital posters (drag and drop images and texts)**

- To operate simple programs and capture photos
- To input face picture on a character or purple mash
- To make a poster of their favourite person or toy or animal.
- To complete letter pop or simple typing activities.
- To complete game objectives.

**Maths: Number and shape**

- To explore what number represents and match the correct correspondence to numerals.
- To explore shapes in our environment
- To explore 2D and 3D shapes.
- To explore with sharing objects into equal groups (division).

**Working World:**-Science: Africa

To explore and investigate animals on safari

- To investigate what animals we would see on safari

- Showing preferences to musical instruments.
- Discuss likes / dislikes

**Summer 2:**Art: World art

- To create fathers day gifts.
- To look at and explore famous African artwork.
- To design and create own versions of African necklaces, safari landscapes, tribal and pattern pictures.
- To take time and care over our projects.
- To explore and use a range of tools and resources.

Music: Music -world

- Engage and explore different types of instruments from around the world
- To identify different types of music
- To participate in different songs and activities around creating composition with our instruments.
- Turn taking with instruments.
- Showing preferences to musical instruments.
- Discuss likes / dislikes

**Ways you can help your child:**

- Can explore and listen to favoured songs and music.
- Can create our own instruments at home using recycling; drum.
- Can create sounds using pots and pans.
- Can print with toys or tools.
- Can make patterns in flour such as lines, dots and traingles.

- To label parts of animals
- To identify key features on animals and what they are used for
- To explore what different types of animals on safari eat and explore their habitat.

**-Geography- animals**

- *Explore animals*
- *Match adult animals to their young.*
- *Label facts about favoured animals.*

***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 programs or cartoons that include safari animals?
- To explore what things push, pull or twist at home.