

My Communication

Communication and Literacy

Autumn term 1: Family

- Engaging in stories on a theme such as: Me and my family tree by Joan Sweeney, Stella brings the whole family by Mirium B.Schiffer and Every house on every street by Jess Hitchman.
- Completing actions or BSL signs in topic stories.
- To complete labelling tasks and their captions around key people and features in the story, and labelling a range of familiar people in their home, class and themselves.
- To role play with food making tea party and acting out family roles.
- Vocab focuses: 'who' and 'what doing'.
- Engaging and participating in sensory stories.
- Completing individual reading tasks at their workstations.
- Traveling to and from the library for 'story telling session'.
- To engage in mark making, creative activities or sensory adult-led activities around each week's topic focus around members of the family, building and designing houses, playdough challenges of making their features or someone else.
- Identifying Key words and objects linked to family such as: facial features, body parts, mummy, Daddy, siblings, grandparents etc
- Forming simple shapes, letters and patterns
- Forming focus letters and CVC words in Phonics sessions.
- Pre-phonics sessions: home environmental sounds.
- Engaging in weekly 1:1 reading sessions.
- Forming letters in my name.
- Creating sentences using colourful semantics.

Autumn term 2: Traditional tales: classics

- Engaging in stories on a theme such as: Billy goats gruff by Irene Yates, Red riding hood by Irene yates, Ginger bread man by Irene Yates.
- Completing actions or BSL signs in topic stories.
- To complete labelling tasks and their captions around key characters and features in the story, and labelling,

My Body

Physical Skills

Autumn 1: Playground and group games.

- Engaging in familiar action songs.
- Following instructions i.e. key movements, steps and rules
- Responding to my name in PE tasks in the gym.
- Starting and stopping on request.
- Moving and completing movements on and off location spots i.e. playing hopscotch, bean bag toss, duck duck goose.
- Moving carefully around objects and people
- Developing my gross motor skills.
- Participating and becoming familiar with our TAC PAC story/songs at the end of our PE sessions.
- Developing my coordination in games as throw bean bags towards a target (hoops).
- Develop fine motor skills thorough fine motor activities and challenges: building houses with duplo, fastening and dressing, opening containers, nuts and bolts, threading, wrapping wool around objects, cutting and sticking tasks, sorting stations and dough disco.

Swimming:

- building up confidence in water
- following adult instructions to be safe in water.
- To become more familiar with the swimming session routine in completing the carousel of activities i.e. Monkey, Monkey (crawling along the edge of the pool), twinkle twinkle little star (on our back), 5 little men in a flying saucer (throwing object and swimming towards it), fun exploration and finish with our ending song.
- Participate in undressing and dressing skills.

Autumn term 2: Balance and stability

- Engage in familiar activities: Don't fall off the bridge (beam)
- Follow instructions such as starting and stopping on request.
- Moving freely to music in starter and cool down activities.
- Copying movements or actions in carousel of sensory circuit obstacle course.

My Independence

Skills for Life

Autumn 1:

We will focus on:

- We will also be developing our social skills and building relationships with adults and children and working on turn taking skills.
- 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, Identiplay sessions: doll and baby bathing, dressing and brushing hair.
- Developing our self help and dressing skills.
- Community experiences:** hosting a 'in-school' family afternoon to show and present all our hard work that we have created around our topic 'family'
- Cooking:**
- building up our skills and confidence in transitioning to different places around the school and traveling to and from the Food Technology room safely.
- Developing our washing up skills.
- Following familiar steps in our recipe as we make a range of different fruit and rainbow (vegetable) salads as we build upon our chopping skills.
- Exploring our senses with family:** deodorants, perfumes, hair brushing and styling, shampoo's.
- Massage story:** In every house in every street.

Autumn 2:

We will focus on:

- We will also be developing our social skills and building relationships with adults and children and working on turn taking skills through using class resources and games such as: click clack tracks and cars.

Autumn term 1 and 2

structuring stories and events and completing colourful semantic sentences around stories. .

- To role play key parts of traditional tales i.e. making a bridge for the ginger bread man, making a 'safe' boat for the gingerbread to travel across the river (experiment), act out the '3 billy goats gruff' and dressing up as the main characters in 'red riding hood'.
- Vocab focuses: 'who' and 'what'
- Engaging and participating in sensory stories, resonance board story sessions and massage stories.
- Completing individual reading tasks at their workstations.
- Traveling to and from the library for 'story telling session'.
- To engage in mark making, creative activities or sensory adult-led activities around each week's topic focus around ginger bread man, fox, characters from the story, designing red riding hoods cloak/wolf disguise, playdough challenges of red riding hood, three billy goats gruff and ginger bread man.
- Identifying Key words and objects linked to topic, such as: big eyes, big nose, big teeth (red riding hood), grandma, wood, bridge, 3 goats, small, medium and big, troll, gingerbread man, farm animals and specific characters.
- Forming simple shapes, letters and patterns
- Forming focus letters and CVC words in Phonics sessions.
- Pre-phonics sessions: Instrumental sounds.
- Engaging in weekly 1:1 reading sessions.
- Forming letters in my name.
- Creating sentences using colourful semantics.

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 traditional tales, can be found on Cbeebies or on Youtube.
- To explore, read or watch stories about red riding hood, ginger bread man, 3 billy goats gruff, three little pigs.

Autumn term 1-Family

- To complete different carousel of activities involving: exploring different heights, a themed big bad wolf obstacle course and climbing on and off equipment safely.
- Engage within familiar action songs during warm up activities.
- Develop gross motor skills through sensory circuit activities.
- Develop fine motor skills thorough: funky fingers and dough disco, bridge building, button sorting, dabbing activities.

Swimming:

- building up confidence in water
- following adult instructions to be safe in water.
- To become more familiar with the swimming session routine in completing the carousel of activities i.e. Monkey, Monkey (crawling along the edge of the pool), twinkle twinkle little star (on our back), make the stew for the big bad wolf (retrieve 3-5 the balls and put them into the hoops), fun exploration and finish with our ending song.
- Participate in undressing and dressing skills.

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.

Autumn term 2-Traditonal tales: classics

- 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.
- **Identiplay sessions:** Puppets of the stories and Velcro and dressing scenarios.
- Developing our self help and dressing skills.
- **Community experiences:**
- Traveling to the bakery in the village to purchase ginger bread/biscuits.
- Bridge re-enacting for 'trap trapping' over my bridge.
- Building up our road safety skills and traveling and from a destination with our adults.
- **Cooking:**
- *building up our skills and confidence in transitioning to different places around the school and traveling to and from the Food Technology room safely.*
- *Developing our washing up skills.*
- *Following familiar steps in our recipe as we make a range Ginger breads as we build upon our baking a biscuit decorating skills.*
- **Exploring our senses with family:** *Massage story, baking scents (ginger, mint and lavender), body brushes with different textures.*
- **Massage story: Ginger bread story.**
- 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 and modelling activities. .

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.

Autumn term 1 and 2

Autumn term 1-Family

Autumn term 2-Traditional tales: classics

- Find things that make sounds in the home and go on a match that sound game i.e. Vacuum, toaster, pots and pans, pouring cereal.
- Explore with mark making simple patterns and shapes.
- To explore the letters in their name.

- Engage within 1:1 identity play 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, 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.
- Engage or participate in morning and evening routines of brushing hair, brushing teeth or washing face

.My Community**Autumn 1:**

-PSHE: Different types of relationships.

- To explore and participate in the story 'in every house in every street'.
- Identify and explore what you may see in particular rooms in a house and share what they have in their home.
- Exploring objects and equipment different family members might have linked to them. i.e. baby has a baby blanket.
- To complete labelling and answer Who/What questions in relation to photos of their family members and what they see as they explore similarities and differences.
- Focusing on class relationships: relationships with adult, intensive interaction, joining in on their play, introducing different ways of playing with favoured objects and turn taking.
- Focusing on peer relationships.
- Engage in role play activities around families.

Cultural development: Black history

- Explore and engage in activities, stories and songs.
- To explore a variety of creative and play activities and adult lead tasks.
- Engage with activities of these focuses.

My Cognition**Summer 1:**

Digital literacy: Exploring cause and effect toys.

- search for cause and effect games: finger paint app, fireworks app on different devices (iPad and desktop)
- Exploring how to make things happen and explore using switches, cause and effect games, light panels, musical piano floor mat.
- To explore with how I can make marks on different apps as I create music or drawing challenges on 'finger paint'.
- To make different paintings and work on selecting different colours, forming shapes and assigning meanings to our markings.

Maths: number including 1:1 correspondents.

- To engage with number language 0-5, 1-10, or 1-20 and what these numbers represent.
- To engage with sequencing numbers.
- Engaging and investigating number: how to represent numbers, matching numerals to amounts, playing 'don't count say the amount', singing number songs, 1:1 matching activities.
- Explore and use language of: 1-10, how many?, before and after.
- Explore with sequencing from any given number.

Working World:

-Topic:

My Creativity**Creativity**

Autumn 1: Family portraits.

Art:

- To explore how to make marks and patterns on paper.
- To make art work that includes: main features on a face or body.
- To design and make their own family photo frames.
- Making family portraits and self portraits.
- 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 -Family themed action songs.

- Engage and explore different objects in the home that make different sounds.
- Creating music with house hold items.
- Identify that sound to object bingo games.
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Autumn term 1 and 2

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

Autumn 2:

PSHE: Playing and working together.

- Explore and share about the different groups they belong to
- Activities completing and involving being part of a group.
- Building on turn taking and collaborative activities working towards a shared goal.

Cultural development: Hanukah

- To explore, engage and participate in stories or songs about Hanukah
- To engage and participate in activities led by adults.
- To engage and participate in similarities and differences around this celebration.
- To explore and learn about what this celebration is about.
- To explore other festivals and celebrations that fall between November- December: Guy fawkes, the Story of christmas etc.

Ways you can help your child:

- Explore and listen to stories or watch cartoons around Hanukah and other familiar celebrations and festivals.
- Talk to your child about Religions, celebrations or festivals during November and December, explain that some people have different religions and that is ok - talk about your religion if you have one.

Autumn term 1-Family

- Exploring, learning, comparing and investigating 'old and new' toys as we look at the past and present, what is the same and what is different, then and now comparisons.
- Explore and look at family makeups: family trees, living things growing up from babies, looking at babies, children and adult changes.
- To answer who/what/where questions.

Autumn 2:

Digital literacy: Cause and effect toys (pressing stop and go, switch toys, light and sound etc).

- To operate simple programs and complete typing and letter formation/ letter or word dragging activities.
- To complete simple games where you press stop and go to make an object move, such as: wind up toys, switch toys, robot toys, Beebots.
- To complete letter pop or simple typing activities.
- To complete game objectives.
- To complete shape focus tasks on 123 app-exploring shapes in the environment, matching shapes and naming properties of shapes.

Maths: Shape

- To explore and tessellate 2d shapes.
- Completing games such as shape monsters in feeding the monster the focus shape.
- To explore and identify 2D shapes.
- To explore and find shapes in our environment-go on a shape walk.
- To name shapes and their properties.
- To make and match shapes to create simple pictures i.e. house, boat, face.
- To explore 3D shapes i.e. which shape can roll? Which shape has corners? Which shapes stack?

Working World:

-Topic:

- Courtyard farm experiences-linked to goats.
- Bridge building
- Exploring and investigating changes of state (mixing ingredients)
- Making dough, dissolving items in water or other liquids i.e. vinegar
- Investigating floating and sinking.
- Exploring to make a fairy tales app.
- Environments of the stories: forests, rivers etc.
- .

Ways you can help your child:

- Practice searching for favourite programmes on the iPad and / or laptop

Autumn term 2-Traditional tales: classics

- To participate in different songs and activities with our instruments.
- Turn taking with instruments/ house hold objects.
- Showing preferences to musical instruments.
- Discuss likes / dislikes
- Following instructions of stop and go.
- Resonance board: every house in every street.

Autumn 2: Art: Traditional tales.

- To design and create my own ginger bread man puppet, picture and painting.
- Printing with goat toys making pictures as they go over a bridge.
- Mixing prime colours.
- Making and designing their own red riding hood cloak.
- 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: Sound stories.

- Exploring with sound effects, what can make the 'click clacking over bridge?', what can represent the gingerbread man running?
- Engage and participate in the red riding hood song on CBeebies.
- Engage and explore different objects that make different sounds.
- Identify that sound to object bingo games.
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- To participate in different songs and activities with our instruments.

Autumn term 1 and 2

Autumn term 1-Family

Autumn term 2-Traditional tales: classics

- 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.
- To go on a walk and explore what shapes they see, what animals they find in fields, re-enacting walking across a bridge and the phrase "whose trip trapping over my bridge"

- Turn taking with instruments.
- Showing preferences to musical instruments.
- Discuss likes / dislikes
- Following instructions of stop and go.
- **Resonance board:** 3 billy goats gruff.

Ways you can help your child:

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