

Communication and Language (CL)

We will be:

- Name games and introducing themselves.
- Develop social phrases for arriving and leaving school e.g. **Good morning, how are you?**
- Develop phrases for asking for help e.g. **asking to go to the toilet**
- Begin to learn how to listen and why listening is important.
- Introduce daily story time.
- Introduce visual timetables to allow communication through out the school day, following ASD strategies.
- Follow a simple one step direction – now and next.

Understanding the World (UW)

We will be:

- Work on transitions and moving around school – using visuals
- Get used to our classroom and playground environment and how we use this.
- Independent activities set up in all areas of learning. Investigation table link with personal hygiene, toothbrush, soap, face cloth, towel, hair brush
- My Ears My Eyes: Water tray: variety of soaps for washing dolls and clothes



Physical Development (PD)

We will be:

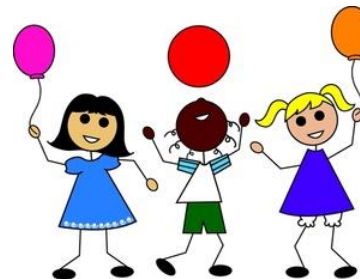
- Naming parts of body- use song head shoulders knees and toes,
- Wriggling , stretching body parts
- Look at balance and coordination climbing and taking risk.
- Daily Sensory circuit sessions.
- Weekly PE. sessions in our mainstream classrooms.
- Developing fine-motor skills through daily pencil control activities.



Mathematics (M)

We will be:

- Learning new maths songs
- Assessing number recognition and formation, including touch counting. Feely boxes/Number hunt
- Counting games
- Sensory math's activities during free flow – numbers in glitter, water, sand, finger paint number caterpillar.
- Independent work at workstations following the TECCH approach.
- Personalized individual focused activities.
- Getting to know Numicon through free flow.
- Shape hunt



Literacy (L)

We will be:

- Listening to different stories about friendships, ourselves and turn taking. We will be, learning how to listen to stories through sensory story sessions and how to respond to questions showing my understanding of the story.
- Using visuals to match them to events in the story.
- Looking at pictures from the stories and talking about what is happening.
- Learning new words to help us describe what we are seeing and hearing.
- Using props to act out our stories. Such as "The Rainbow fish" ,"Colour Monster" " Absolutely too Small for School."
- Learning new rhymes and simple poems weekly. Taking part in Rhyme games.
- Explore mark making through play.
- Develop fine motor skills through sensory tuff tray activities.
- Using photo of each child, attempt to match name to photo.

Personal Social Emotional Development (PSED)

We will be:

- Circle time: what makes a goods listener? People I love and why, what makes me laugh? Get to know you games, pass the hoop
- Initiating conversations and forming good relationships with peers and familiar adults.
- Learning to share toys with my friends.
- Working independently during focused learning time.
- Helping to look after our classroom.
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- Independently choosing some of the activities which we take part in during the day.
- Enjoying the responsibility of carrying out small tasks.
- Carrying out daily life skills activities.
- Learning the routine of personal care.

I will be:

Expressive Arts and Design (EAD)

- Make face biscuits topic ourselves, link with smells, open questioning what can we smell etc, hygiene washing hands etc.
- Songs about ourselves, hands, busy body, listen to lively music
- Which parts of the body can you print with? Explore different ways of printing with, hands and feet different patterns.
- Self-portraits using paper plates.
- We all fit together- Draw pictures of ourselves and place to make a jigsaw.
- These are a few of my favourite things -Draw /collage pictures of our favourite things.