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| Communication and Language/ Literacy skills   * Working on individual speech targets set with Speech and language Therapist and Teacher. * To stop and look when they hear their own name * To sit and attend to a short activity with sustained concentration * To join in some simple action songs and rhymes * To Pay attention to a dominant stimulus * To follow simple everyday instructions and routines with less support * To develop their understanding of visuals (differentiated for each individual) PECS/ Communication board * To further develop their preferred method of communication, such as PECS, Makaton & verbal communication * Enjoys babbling and increasingly experiments with sounds and words to communicate for a range of purposes * Attention Autism sessions to develop focus, concentration and language. | Personal, Social & Emotional Development   * Seeks to gain attention in a variety of ways drawing others into social interaction * To engage and communicate with a familiar adult to achieve a goal * To engage in shared play activities with a peer * To play cooperatively with a familiar adult- e.g. rolling a ball * Can demonstrate awareness of familiar and unfamiliar people, routines and objects * Uses familiar adults to share feelings such as excitement or pleasure, and for emotional refuelling * Shows an awareness of boundaries set and behavioural expectations | Understanding the World / Science   * Closely observes what people and vehicles do * To match and name different forms of transport * To understand and use language related to movement and transport * Small world and cause and effect activities linked to journeys and vehicles * To sort vehicles into category * To reinforce and begin to label parts of a vehicle * To begin to operate basic ICT equipment (link in with Taking Turns ) * To take part in a range of activities linked to special times including Birthday’s |
| Numeracy   * Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers * To begin to recognise and match numbers * Notices changes in the number of objects * To begin to count small amounts * Mathematics focussed task boxes (differentiated) * Imitates stacking shapes and objects * Explores a range of construction to build * Matches objects according to shape and colour | **Dear Parents,**  **This is a forecast of work we will be focusing on this term. Our topic is:**          **Transport**                                              **Class Blossom 2021**  **Summer Term 1**  **This is a guide and will be changed and adapted throughout the term to meet the needs of the children and to incorporate their interests into our curriculum.**    DT   * To explore using a range of tools * Can begin to construct with a purpose in mind using different materials * To follow instructions and use tools to take part in cookery tasks     Expressive Arts and Design/ Music   * Action songs * Exploring different instruments * Look at sounds we can make with body parts e.g. clapping, stamping feet * Exploring loud and quiet sounds Can do music | ICT   * Matching and sorting games on the Interactive * White Board and Ipad * Develop mouse control and independence to use the computer. * To use a range of computer/ IPAD programs/ software linked to our topics * Using the Ipad and digital camera to take photographs |
| Expressive Arts and Design /Art   * Explore and experiment with a range of media through sensory exploration – link in with our topic * To move to music and listen to or join in with rhymes and songs * Notices and is interested in the marks made by body movements * Shows an active interest in a range of tools and materials * Expresses self through physical action and sound | Dance & Drama   * Joining in rhymes and repetitive phrases from stories * Ring games * Puppets and props to join in stories * Small world play * Weekly Music sessions |
| Physical Development/ PE   * Sensory circuits and individual sensory diets * Sensory Soft Play Session * Tolerates prompts to help keep them safe * Engages in meeting their own basic needs * To safely get on and off transport e.g. school mini bus * Being able to sit and accept expectations of sitting on transport e.g. keeping seat belt on * Shows more control in pushing and pulling cars and other vehicles * Is showing preference for a dominant hand when mark making * Imitates drawing simple shapes e.g. wheels of cars circles * Fine motor tasks * Willing to try some new food textures and tastes * Shows a desire to help with dressing, undressing and hygiene routines * Shows an awareness of what a potty or toilet is used for and to develop independence with toileting | Understanding of the World / RE   * Circle time activities * Sharing and taking turns * Playing alongside others * All about me. * Kind hands/ sharing with our friends * Look at special celebrations such as Birthday’s. |
| Understanding of the World / History   * Use of visual timetables to talk about what is happening now and next * Birthday celebrations * Sharing our news using Tapestry as a visual prompt. * Reinforce language linked to passing of time | Understanding of the World / Geography   * Explore our classroom and school grounds * Look at what we can do in different areas e.g. sensory room * Small world play linked to children’s interests and hobbies * Looking at people who help us in school * Trips out to see the local area |
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