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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
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| 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

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| 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
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| 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.

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| 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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