

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication, language and literacy (CLL)	<p>Topic – Forming relationships – making friends. Celebrating Black history month. Story – In my heart – A book of feelings by Jo Wittek. Story – Barry the fish with fingers by Sue Hendra and Paul Linnet.</p> <p>Writing Early mark making – Band 3 Success criteria: To use his whole arm whilst mark making.</p> <p>Develop motor skills and pencil control – Band 3 Success criteria: To write over adult</p>	<p>Topic – Being kind – Naming emotions. Celebrating Christmas The season – Autumn Story – The day the pencils quit by Drew Draywait and Oliver Jeffers Story – Barry the fish with fingers and the hairy scary monster, by Sue Hendra and Paul Linnet.</p> <p>Writing Early mark making – Band 3 Success criteria: To use his whole arm whilst mark making.</p> <p>Develop motor skills and pencil control – Band 3 Success criteria: To write over adult</p>	<p>Topic – Growth Growing – changes in plants and animals. Story – The day the pencils returned Drew Draywait and Oliver Jeffers. Story – Norman the slug with the silly shell, by Sue Hendra and Paul Linnet.</p> <p>Writing Fine motor skills and pencil control – Band 3. Success criteria: To copy lines of zigzag scribble across a page on paper and the IWB, including his name.</p>	<p>Topic – Spring and growth. Celebrating - Easter Story – Keith the cat with the magic hat by Sue Hendra and Paul Linnet. Story – Farmer Duck by Martin Waddell and Helen Oxenbury.</p> <p>Writing Communication skills – Band 3. Success criteria: To begin to interpret his own marks by displaying an increased awareness of his marks.</p> <p>Developing early literacy skills – Band 4. Success</p>	<p>Topic – Summer Story – Supertato by Sue Hendra and Paul Linnet. Story – Funny Bones by Janet and Allan Ahlberg.</p> <p>Writing Fine motor skills and pencil control – Band 3. Success criteria: To write over adult writing both on paper and the IWB.</p> <p>Developing early literacy skills – Band 4 Success criteria: “reads” own mark making to staff.</p> <p>Develop early literacy skills – Band 6 Success criteria:</p>	<p>Topic – Summer Story – Supertato, run veggies run by Sue Hendra and Paul Linnet. Story TBC</p> <p>Writing Developing fine motor skills – Band 3. Success criteria: To write his own marks in or about a piece of work with increased control.</p> <p>Developing early literacy skills – Band 4. Success criteria: To write several letters from my name copying a model.</p> <p>Fine motor skills and pencil control – Band 4.</p>

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	<p>writing/marks on paper and the IWB</p> <p>Develop motor skills and pencil control – Band 5 Success criteria: I can move around a circular shape in the correct direction.</p> <p>Develop early literacy skills – Band 7 Success criteria: I can consistently compose a sentence orally before writing it.</p>	<p>writing/marks on paper and the IWB</p> <p>Develop motor skills and pencil control – Band 5 Success criteria: I can move around a circular shape in the correct direction.</p> <p>Develop early literacy skills – Band 7 Success criteria: I can express ideas and feelings using full sentences that include different tenses [past, present, and future]</p>	<p>Develop early literacy skills – Band 4 Success criteria: Copy letters underneath from left to right.</p> <p>Develop early literacy skills – Band 5 Success criteria: Most letters are orientated correctly with support.</p> <p>Develop early literacy skills – Band 7 Success criteria: To re-read what I have written to check that it makes sense.</p>	<p>criteria: Uses writing in a variety of situations. E.g., chalk board/tough spot.</p> <p>Develop early literacy skills – Band 5 Success criteria: I can leave spaces between groups of letters/symbols.</p> <p>Develop early literacy skills – Band 7 Success criteria: I can talk about what I have written with the teacher.</p>	<p>I use my second hand to hold paper while writing and I can position my paper correctly.</p> <p>Develop early literacy skills – Band 7 Success criteria: I can use adjectives to describe.</p>	<p>To reduce letter size with adult support.</p> <p>Develop early literacy skills – Band 5 Success criteria: I can attempt to write other words other than my name.</p> <p>Develop early literacy skills – Band 5 Success criteria: To write a grapheme in response to a phoneme.</p> <p>Develop early literacy skills – Band 6 Success criteria: I can use letter sound knowledge in writing.</p>
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						Develop early literacy skills – Band 7 Success criteria: I am able to punctuate sentences using a full stop and a capital letter.
Communication, language and literacy (CLL)	<p>Reading</p> <p>To develop early literacy skills – Band 3. Success criteria: Match pictures to pictures and symbols to symbols.</p> <p>To develop early reading skills – Band 3. Success criteria: Looks for specific objects in a book. Blank level 1 Naming questions.</p>	<p>Reading</p> <p>To develop early literacy skills – Band 3. Success criteria: Recognises symbols of familiar items whilst shopping in the community. E.g. recognises and requests for favoured item whilst shopping (weekly).</p> <p>To develop early reading skills – Band 3. Success criteria: Looks for specific objects in a book. Blank level 1 Naming questions.</p>	<p>Reading</p> <p>To develop early literacy skills – Band 3. Success criteria: To recognise key symbols within the classroom. E.g., toilet, help, drink, outside or other children's pictures.</p> <p>To develop early reading skills – Band 3. Success criteria: Looks for specific objects in a book. Blank level 1 Naming questions.</p>	<p>Reading</p> <p>To develop early literacy skills – Band 3. Success criteria: Match letters of the alphabet with adult support. E.g. adult to pick up a letter, say the sound and child to match the letter.</p> <p>To develop early reading skills – Band 3. Success criteria: Looks for specific objects in a book. Blank level 1 Naming questions.</p>	<p>Reading</p> <p>To develop early literacy skills – Band 3. Success criteria: Independently holds a book of interest in the reading room. Adult to model holding the book the correct way and turning the pages, refer to the pictures.</p> <p>To develop early reading skills – Band 4. Success criteria: With adult support I can point to a named character in</p>	<p>Reading</p> <p>To develop early literacy skills – Band 3. Success criteria: To recognise, match and find some letter sounds. Starting with the letters in his name.</p> <p>To develop early reading skills – Band 4. Success criteria: With adult support I can point to a named character in the story. Blank level</p>

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Communication, language and literacy (CLL)	<p>To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.</p>	<p>To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.</p>	<p>To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.</p>	<p>To develop early reading skills – Band 4. Success criteria: I can point to a named character in the story. Blank level 2 Describing questions.</p>	<p>the story. Blank level 2 Describing questions.</p>	<p>2 Describing questions.</p>
	<p>To develop their comprehension skills – Band 5. With adult support I can answer questions about the story. Talk about the places and people in stories and important things that are happening Use pictures as prompts to support the child. Reference: Blank Level 2 and 3</p>	<p>To develop their comprehension skills – Band 5. With adult support I can answer questions about the story. Talk about the places and people in stories and important things that are happening Use pictures as prompts to support the child. Reference: Blank Level 2 and 3</p>	<p>To develop their comprehension skills – Band 5. With adult support I can answer questions about the story. Talk about the places and people in stories and important things that are happening Use pictures as prompts to support the child. Reference: Blank Level 2 and 3</p>	<p>To develop their comprehension skills – Band 5. With adult support I can answer questions about the story. Talk about the places and people in stories and important things that are happening Use pictures as prompts to support the child. Reference: Blank Level 2 and 3</p>	<p>To develop their comprehension skills – Band 5. With adult support I can answer questions about the story. Talk about the places and people in stories and important things that are happening Use pictures as prompts to support the child. Reference: Blank Level 2 and 3</p>	<p>To develop their comprehension skills – Band 5. With adult support I can answer questions about the story. Talk about the places and people in stories and important things that are happening Use pictures as prompts to support the child. Reference: Blank Level 2 and 3</p>
	<p>To develop early reading skills /</p>	<p>To develop early reading skills /</p>	<p>To develop early reading skills /</p>	<p>To develop early reading skills /</p>	<p>To develop early reading skills /</p>	<p>To develop early reading skills / develop comprehension skills – Band 6. Comments on a story To answer ‘how’ and ‘why’ questions about personal</p>

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Communication, language and literacy (CLL)	<p>develop comprehension skills – Band 6. Comments on a story with adult support To answer ‘how’ and ‘why’ questions about personal experiences and in response to stories or events. Reference Blank level 3 and 4.</p>	<p>on a story with adult support. To answer ‘how’ and ‘why’ questions about personal experiences and in response to stories or events. Reference Blank level 3 and 4.</p>	<p>develop comprehension skills – Band 6. Comments on a story with adult support. To answer ‘how’ and ‘why’ questions about personal experiences and in response to stories or events. Reference Blank level 3 and 4.</p>	<p>develop comprehension skills – Band 6. Comments on a story To answer ‘how’ and ‘why’ questions about personal experiences and in response to stories or events. Reference Blank level 4.</p>	<p>experiences and in response to stories or events. Reference Blank level 4.</p>	<p>experiences and in response to stories or events. Reference Blank level 4.</p>
	<p>To develop early literacy/reading skills – Band 5. Pupils develop their understanding of phase 2 phonics To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme.</p>	<p>To develop early literacy/reading skills – Band 5. Pupils develop their understanding of phase 2 phonics To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme.</p>	<p>To develop early literacy/reading skills – Band 5. Pupils develop their understanding of phase 2 phonics To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme.</p>	<p>To develop early literacy/reading skills – Band 5. Pupils develop their understanding of phase 2 phonics To know that phonemes are represented by graphemes To say the phoneme when shown the grapheme.</p>	<p>To develop early reading skills / develop comprehension skills – Band 6. Comments on a story To answer ‘how’ and ‘why’ questions about personal experiences and in response to stories or events. Reference Blank level 4.</p>	<p>To develop early reading skills / develop comprehension skills – Band 6. Comments on a story To answer ‘how’ and ‘why’ questions about personal experiences and in response to stories or events. Reference Blank level 4.</p>

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	<p>To develop early literacy skills – Band 6 To practice oral blending and segmenting simple words.</p> <p>To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.</p>	<p>To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.</p>	<p>To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.</p>	<p>To develop early literacy skills – Band 6 To practice oral blending and segmenting simple words.</p> <p>To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.</p>	<p>To say the phoneme when shown the grapheme.</p> <p>To develop early literacy skills – Band 6 To practice oral blending and segmenting simple words.</p> <p>To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.</p>	<p>represented by graphemes To say the phoneme when shown the grapheme.</p> <p>To develop early literacy skills – Band 6 To practice oral blending and segmenting simple words.</p> <p>To develop early reading skills – Band 7 I can use my phonic knowledge and skills to decode words.</p>
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Computer, Cognition and Numeracy (CNN) Number	<p><i>Focus on number and addition/more.</i></p> <p>Number To develop early numeracy skills – Band 4. Success criteria: I can say/ point or use my LAMP device at/to numbers when I am playing with objects or singing songs.</p>	<p><i>Focus on number, addition/more.</i></p> <p>Number To use numbers in practical situations – Band 4. Success criteria: I can give you the right number of objects from a collection when you say “one”, “two” or present a gesture/visual.</p>	<p><i>Focus on number, addition/more subtraction/less. Shape, space and measurement.</i></p> <p>Number To use numbers in practical situations – Band 4. Success criteria: I can order/say some numbers in order.</p>	<p><i>Focus on number, addition/more subtraction/less. Shape, space and measurement</i></p> <p>Number To use numbers in practical situations – Band 4. Success criteria: I can rote count some numbers with adult support.</p>	<p><i>Focus on number, addition/more subtraction/less Shape, space and measurement.</i></p> <p>Number To use numbers in practical situations – Band 4. Success criteria: I can rote count some numbers with minimal adult support.</p>	<p>A focus on all year-round learning -</p> <p>Number targets to targets to be confirmed after Spring two assessments</p>
	<p>To develop early numeracy skills – Band 5. I can listen to and join in with number stories and rhymes.</p>	<p>To develop early numeracy skills. Band 4. Success criteria: Children can compare two groups of objects, saying when they have the same number.</p>	<p>To use numbers in practical situations – Band 4. Success criteria: Develop language “more” and “lots” to describe amounts of objects.</p>	<p>To use numbers in practical situations – Band 4. Success criteria: I can show you which group of objects, toys or plate of food has “more”</p>	<p>To use numbers in practical situations – Band 4. Success criteria With adult support and modelling I can recognise groups with 1,2,3 objects and begin to make comparisons between quantities using the language of ‘more’</p>	
	<p>To develop early numeracy skills – Band 5. Success criteria: I can use my fingers, pictures or marks</p>	<p>To develop early numeracy skills – Band 5. Success criteria: Sometimes I</p>	<p>To develop early numeracy skills – Band 5. Success criteria: I can demonstrate an</p>	<p>To develop early numeracy skills – Band 5. Success criteria: I can match the</p>	<p>To develop early numeracy skills –</p>	

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Computer, Cognition and Numeracy (CNN) Number	to show you how many things there are.	can match a numeral to the right number of objects.	understanding of 'less.'	numbers 0-9 to groups of objects.	Band 5. Success criteria: I can consistently respond to add one more and one less in practical situations.	
	To solve simple problems – Band 7. Success criteria: I can begin to solve number problems.	<p>To develop early numeracy skills – Band 5. Success criteria: I know that numbers tell me how many things there are altogether.</p> <p>To develop early numeracy skills – Band 5. Success criteria: I can show an interest in number problems.</p> <p>To develop early numeracy skills – Band 7. Success criteria: I can recognise, understand and use mathematical symbols in my work including; +, -, =</p>	<p>To develop early numeracy skills – Band 5. Success criteria: I can respond to 'add one' to a number of objects.</p> <p>To develop early numeracy skills – Band 7. Success criteria: I can find the 'total' by adding two sets of objects.</p>	<p>To solve simple problems. Band 6 – Success criteria: I can tell you which group has got "more" or "less" things in them.</p> <p>To develop early numeracy skills – Band 6. Success criteria: I can put two sets of objects together and tell you how many things I have altogether.</p> <p>To solve simple problems – Band 7. Success criteria: I can solve and record number problems that includes the addition and subtraction of</p>	<p>To develop early numeracy skills – Band 6. Success criteria: I can tell you what "one more" is when I say a number up to 5 things, then up to 10.</p> <p>To solve simple problems – Band 7. Success criteria: I can compare numbers to 100 using the signs for less than, greater or more than and equal to.</p>	<p>To develop early numeracy skills – Band 6. Success criteria I can tell you what "one less" is when I say a number up to 5 things, then up to 10.</p> <p>To solve simple problems – Band 7. Success criteria: I recognise and can partition a two-digit number into 10's and 1's to demonstrate an understanding of place value.</p>

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<div>Computer, Cognition and Numeracy (CNN)</div> <div>Shape, space and measure</div>			<div>Shape, space and measure</div> <p>To develop early shape skills – Band 3. Success criteria: I can use blocks and 3D shapes to create my own simple structures and arrangements.</p> <p>To develop early measure skills – Band 4. Success criteria: I can make comparisons between big and small/long and short objects.</p> <p>To develop early weight skills – Band 5. Success criteria: I can learn language related to weight</p>	<div>single digit numbers.</div> <div>Shape, space and measure</div> <p>To develop early shape skills – Band 3. Success criteria: I can build a tower on the floor in long lines using bricks. Adult to introduce mathematical language, e.g., long, short and tall.</p> <p>To develop early measure skills – Band 4. Success criteria: I can identify the big/small/long/short object from a choice of two.</p> <p>To develop early weight skills – Band 5. Success</p>	<div>Shape, space and measure</div> <p>To develop early shape skills – Band 3. Success criteria: I can build a tower on the floor in long lines using bricks. I can recognise some mathematical language, e.g., long, short and tall.</p> <p>To develop early measure skills – Band 4. Success criteria: I can match objects by size.</p> <p>To develop early weight skills – Band 5. Success criteria I can compare the</p>	<div>Shape, space and measure</div> <p>To develop early shape skills – Band 4. Success criteria: I can sort a collection of objects. E.g., the same shape or the same size.</p> <p>To develop early shape skills – Band 4. Success criteria: I can recognise, recreate and continue simple mathematical patterns. E.g., cat, dog, cat.</p> <p>To develop early shape skills – Band 5. Success criteria: I can</p>

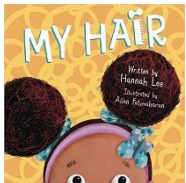





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Computer, Cognition and Numeracy (CNN) Shape, space and measure			<p>for example heavy/light, heavier/lighter.</p> <p>To understand weight - Band 7. Success criteria: I can compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]</p>	<p>criteria: I can describe weight using language related to weight for example heavy/light, heavier/lighter.</p> <p>To understand weight - Band 7. Success criteria: I can compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p>	<p>weight of objects by handling them.</p> <p>To understand capacity - Band 7. Success criteria: I can compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>	<p>familiar words when comparing sizes and quantities. E.g., heavy, light, more, less, enough or not enough.</p> <p>To understand time - Band 7. I can compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]</p>






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Knowledge and Understanding of the world (KUW)	<p>Autumn Celebrating Black history month with the Canaries. A celebration of Marcus Rashford and re-creating his seven acts of kindness.</p> <p>Forest School – with the Canaries class</p>	<p>Halloween Bonfire Night Remembrance Sunday Christmas Winter Forest School – with the Canaries class</p>	<p>Chinese New Year Pancake Tuesday The world and the environment around me – Band 4. To observe changes in plants and animals. E.g., new life – planting The new year Forest School – with the Canaries class</p>	<p>Seasons – Spring – Mothering Sunday Easter The world and the environment around me – Band 4. To observe changes in plants and animals. E.g., new life – and growth Visit to Smithills open farm Bolton Forest School – with the Canaries class</p>	<p>Summer The seaside Forest School – with the Canaries class</p> <p>To understand how to treat living things with kindness. E.g., learning how to be gentle with animals, learning not to pick flowers, leaving insects alone. Band 5</p>	<p>Seasons – Summer Father's Day Under the sea – Visit a large aquarium, possibly the Sea life centre.</p> <p>Forest School – with the Canaries class</p> <p>To begin to make friends through interaction and turn taking opportunities, with minimal adult support. (Enrichment with the Canaries) Band 5</p>
	<p>PSHE</p> <p>A focus on: Making relationships Turn taking Making Choices Developing friendships –old and new</p>	<p>A focus on: Independence and life skills/staying safe in school Turn taking Making Choices Being kind.</p> <p>Identifying/labelling my own Emotions and feelings, e.g.,</p>	<p>A focus on: Managing feelings and behaviour Turn taking Making Choices Developing friendships –old and new</p> <p>Identifying/</p>	<p>A focus on: Independence and life skills/ staying safe out of school Turn taking Making Choices Developing friendships –old and new Identifying Emotions and</p>	<p>A focus on: Self-confidence and self-awareness Turn taking Making Choices Developing friendships –old and new Identifying Emotions and feelings, e.g., using the I need board.</p>	<p>A focus on: Health growth and change (including the changes that happen during puberty, if appropriate). Turn taking Making Choices Developing friendships –old and new</p>


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<p>PSHE</p>	<p>Black History Month 2/10/2023 Celebrating Marcus Rashford and re-creating his seven acts of kindness.</p>  <p>Story – My hair Story time – My hair by Hannah Lee</p>	<p>using the I need board.</p> <p>Using the worry monster to express my emotions, thoughts and feelings.</p>  <p>Remembrance Day (November 11th) Creating a Poppy wreath and participations in a minute silence.</p> 	<p>labelling my emotions and recognising those of others. To build my self-confidence, success criteria: I can say or express through signs and gesture, 'no'. Band 4 (Imatters – assertiveness)</p> <p>Using the worry monster to express my emotions, thoughts and feelings.</p>  <p>Chinese New Year (10th Feb) Going to China town in</p>	<p>feelings, e.g., using the I need board. To build my self-confidence, success criteria: I can say or express through signs and gesture, 'no'. Band 5 (Imatters – assertiveness)</p> <p>I can communicate my interests – Band 4</p>  <p>Comic Relief - Red Nose Day 17/03/2024</p> <p>World Down Syndrome Day 21/03/2024 Wearing and creating odd socks. 'Lots of socks.'</p>	<p>To build my self-confidence, success criteria: I can say or express through signs and gesture, 'no'. Band 5 (Imatters – assertiveness)</p> <p>I can communicate my interests – Band 4</p> <p>Self-confidence – I can select and use resources initially with support – Band 5</p> <p>Using the worry monster to express my emotions, thoughts and feelings.</p> 	<p>Identifying Emotions and feelings, e.g., using the I need board. To build my self-confidence, success criteria: I can say or express through signs and gesture, 'no'. Band 5 (Imatters – assertiveness)</p> <p>I can communicate my interests – Band 4</p> <p>Self-confidence – I can select and use resources independently – Band 5</p> <p>Using the worry monster to express my emotions, thoughts and feelings.</p>
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		<p>Anti-Bullying Week (13th - 17th November) I can do one act of kindness each day. E.g., I can share.</p>	<p>Manchester for dinner. Cooking Chinese recipes. Chinese New Year arts and craft.</p>	 <p>Using the worry monster to express my emotions, thoughts and feelings.</p> 		
<p>Creative and Expressive Arts (CEA)</p>	<p>To show an intention to create using a range of materials and resources. Band 4.</p> <p>To begin to communicate ideas, events or experiences through their use of colour, form,</p>	<p>Christmas art</p>  <p>Seasonal art – winter</p>	<p>Chinese New Year art</p>  <p>Seasonal art – Spring Music sessions with Beth</p>	<p>Easter Activities Seasonal art – Spring and growth – flowers/trees/animations Music sessions with Beth</p>	<p>Summer art</p> <p>To develop independence and following instructions Band 4. Success criteria: To practice new skills with less support.</p>	<p>Summer art</p> <p>To begin to communicate ideas, events or experiences through their use of colour, form, line and tone. Band 5. Success criteria: Introduce</p>

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Creative and Expressive Arts (CEA)	<p>line and tone. Band 5. Success criteria: Introduce the use of scissors to develop cutting skills to create a collage.</p>	<p>To take part in sensory exploration – Band 4, Success criteria: To imitate the use of tools, materials and simple actions.</p> <p>To intentionally represent or symbolise and object or an emotion. Band 5.</p>	<p>To develop independence and following instructions Band 4. Success criteria: To develop an appropriate range of skills and use of tools.</p> <p>To show a preference – Band 5. Success criteria: To begin to show confidence in using a variety of processes, tools and materials.</p>	 <p>To develop independence and following instructions Band 4. Success criteria: To experiment with colours and marks, e.g., creative arts with a range of resources.</p> <p>To develop imagination and encourage creativity – Band 5. Success criteria: Explores colours and how colours can be changed.</p>	<p>To develop imagination and encourage creativity – Band 5. Success criteria: To begin to show an interest in things and describe textures.</p>	<p>the use of scissors to develop cutting skills to create a collage.</p> <p>To develop imagination and encourage creativity – Band 5. Success criteria: Uses various construction materials and begins to join them together. E.g., Copy a picture that has been coloured in/represent an emotion through mark making.</p>
	<p>Physical Activity (PA)</p> <p>Yoga Forest and outdoor activities. Wake up shake up.</p>	<p>ROAR program with Elliot Swimming-Hydrotherapy pool Shadow dance Forest and outdoor activities,</p>	<p>Forest and outdoor activities Shadow dance ROAR program with Elliot</p>	<p>Forest and outdoor activities Shadow dance ROAR program with Elliot Swimming-Hydrotherapy pool</p>	<p>ROAR program with Elliot Forest and outdoor activities. Shadow dance ROAR program with Elliot</p>	<p>ROAR program with Elliot Forest and outdoor activities Shadow dance ROAR program with Elliot</p>

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Physical Activity (PA)	I can link to actions together. Band 3	I can link to actions together. Band 3	Swimming-Hydrotherapy pool Shadow dance Forest and outdoor I can link to actions together. Band 3	Shadow dance Forest and outdoor activities. I can link to actions together. Band 3	Swimming-Hydrotherapy pool Shadow dance Forest and outdoor activities. I can link to actions together. Band 3
	I can link two or more actions in a sequence with adult support. Band 4	I can link two or more actions in a sequence with adult support. Band 4	I can link two or more actions in a sequence with adult support. Band 4	I can link two or more actions in a sequence with adult support. Band 4	I can link two or more actions in a sequence with adult support. Band 4
	I can start and stop moving on command. Band 4	I can start and stop moving on command. Band 4	I can link two or more actions in a sequence with adult support. Band 4	I can link two or more actions in a sequence with adult support. Band 4	I can link two or more actions in a sequence with adult support. Band 4
	I can catch any sized object, e.g., balls, beanbags. Band 4	I can catch any sized object, e.g., balls, beanbags. Band 4	I can start and stop moving on command. Band 4	I can start and stop moving on command. Band 4	I can start and stop moving on command. Band 4
	I can kick a ball towards a target. Band 5	I can kick a ball towards a target. Band 5	I can catch any sized object, e.g., balls, beanbags. Band 4	I can catch any sized object, e.g., balls, beanbags. Band 4	I can catch any sized object, e.g., balls, beanbags. Band 4
	I can stop and freeze on command. Band 5	I can stop and freeze on command. Band 5	I can kick a ball towards a target. Band 5	I can kick a ball towards a target. Band 5	I can kick a ball towards a target. Band 5
	I can catch various balls	I can catch various balls whilst playing			I can stop and freeze on command. Band 5

Macaws LTP 2023-2024						
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Physical Activity (PA)	whilst playing games with increased control. Band 5	games with increased control. Band 5	I can stop and freeze on command. Band 5 I can catch various balls whilst playing games with increased control. Band 5	I can stop and freeze on command. Band 5 I can catch various balls whilst playing games with increased control. Band 5	I can stop and freeze on command. Band 5 I can catch various balls whilst playing games with increased control. Band 5	I can catch various balls whilst playing games with increased control. Band 5

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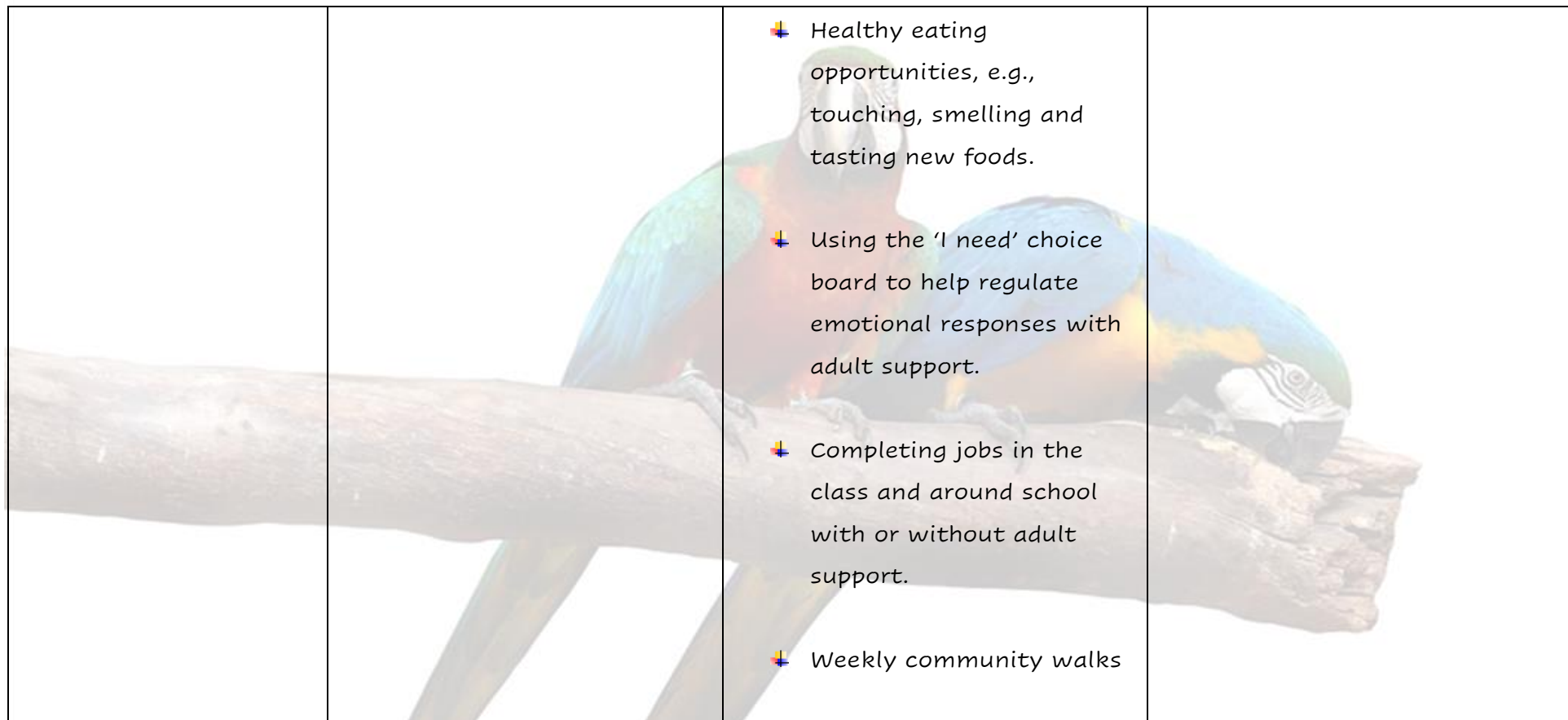
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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All Year-Round Learning			
CLL	CNN	PHSE	CEA
<ul style="list-style-type: none"> Implement Speech and language targets. To use LAMP, PECS and communication boards and symbols to communicate our preferences, needs and wants. To answer blank level questioning. Provide daily opportunities that build confidence and self esteem. Provide opportunities for daily mark making/ writing/ drawing in the garden every day. 	<ul style="list-style-type: none"> Number sequencing Number problems Comparative language e.g., More and less, heavy and light, enough and not enough. Counting songs – 1-5/10/20 etc. forwards, backwards, rote and missing numbers. Colour songs and colour mixing opportunities during art. 	<ul style="list-style-type: none"> Turn taking, sharing and waiting opportunities. Playing alongside peers. Playing opportunities with adults during recreation. Allowing peers to share favoured resources with adult support. Adult led play sessions including sharing and waiting opportunities. Promoting independence through self-care skills, e.g., dressing and 	<ul style="list-style-type: none"> Daily opportunities to play with musical instruments. Opportunities to participate with songs, actions and dance. Sensory activities. Sensory exploration. Sensory crafts. Daily creative and expressive arts materials and opportunities in the garden. Copying beats Listening to music Movement sessions Wake up shake up sessions Chalk board (jungle room)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<ul style="list-style-type: none"> ✚ Provide daily opportunities to listen to and follow verbal and pictorial instructions. ✚ Phonics – Little wandle ✚ Guided reading ✚ IWB writing ✚ Mark making practice activities with a wide range of sensory materials, e.g., foam, soil, sand, water. ✚ Fine motor skills activities. ✚ Visits to the library. ✚ Guided reading ✚ I need communication boards. 	<ul style="list-style-type: none"> ✚ Problem solving activities and opportunities. ✚ iPad apps ✚ iPad navigation and picture taking ✚ Construction ✚ Jigsaws ✚ Daily fine motor skills activities. ✚ Counting opportunities during snack times. 	<ul style="list-style-type: none"> ✚ undressing opportunities, putting on own shoes, putting on coats and wellies – Band 4 ✚ Identifying myself as an individual – Band 3 ✚ Celebrating my achievements through targeted praise. (Imatters – self love) ✚ Developing Self-esteem and Confidence – Band 3 ✚ Good hygiene practice ✚ Making personal choices and encouraging autonomy. 	<ul style="list-style-type: none"> ✚ Fine motor skills activities ✚ Choose times – music and dance. ✚ Yoga and relaxation. ✚ Listening to calming music throughout the day whilst we work. ✚ Expressive music and dance ✚ Listening to cultural music and celebrating diversity. <p>https://www.youtube.com/@PlayingForChange</p>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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		 <ul style="list-style-type: none"> ✚ Healthy eating opportunities, e.g., touching, smelling and tasting new foods. ✚ Using the 'I need' choice board to help regulate emotional responses with adult support. ✚ Completing jobs in the class and around school with or without adult support. ✚ Weekly community walks 	
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- Targets taken from Ashgate's new semi-formal curriculum
- We follow the Little Wandle Letters and Sounds scheme for phonics more information can be found following the link:
<https://www.littlewandlelettersandsounds.org.uk/>
 Playing for change – cultural music opprotunities. Available at:
<https://www.youtube.com/@PlayingForChange>