

Communication and Literacy:

Communication:

- Daily opportunities to use communication methods during snack, during choose, choice boards for songs and books, on adult lanyards etc...
- Sign supported language during activities where possible
- Weekly dedicated communication session with motivating items (bubbles, songs)

Reading:

- That's not my... (Dog, Duck and Dinosaur) sensory stories exploring different textures.
- Weekly opportunities for 1:1 reading with adults
- Reading Corner for children to explore book and resources. (Book changes termly)

Writing:

- Signing in sheets every morning to practise mark making (differentiated sheets for all children)

PH-RSE:

- Regular OT time throughout the day to regulate emotions
- Stories and songs about emotions
- Emotion communication boards throughout the classroom
- Visiting the local community regularly, exposure to safe practises when out
- Adults modelling safe behaviour during school and when out in the community (cooking, moving safely, stopping, looking and listening at roads etc...)

Creative and Expressive Arts:

- Painting using lots of different objects to create various patterns and textures (String, paint brushes, sponges, egg splats)
- Matching colours and patterns activities
- Music with Beth (Whole School Session when assembly is on)
- Exposure to learning through music throughout the curriculum.

Spring Topic: Patterns and Textures

Physical Activity:

- Bikes at Wythenshawe Park:
- Swimming: Weekly/Bi-Weekly dependent on staffing.
- Soft Play (twice weekly)
- Large playground (climbing, running, bikes)
- P.E. in hall (if Bikes not possible)
 - Balancing Beams, climbing frames, balls and target practise)

See Medium Term Plan for targets.

Cognition and Numeracy:

Number (Place Value):

- Following White Rose Maths Nursery
- Jobs during class time (including sharing plates, cups, snacks etc.. with friends)
- Exposure to mathematical language through adult modelling

Shape, Space and Measure (Tall and Small):

- Sensory Story introduced taller and shorter items. Children asked to find the tall/short objects.
- Games sorting objects into Tall/Short

Computing:

- Using technology to choose or play games (iPads, class whiteboard, sensory room)
- Switches during class time to request/receive more an item.

Knowledge and Understanding:

- *Stories about the natural world/our ecosystem.*
- *Sensory walls to explore patterns and textures*

The Place I Live

- Regular visits in the local community
- Exposure to our local routines every day

Living things and our ecosystem

- Explore the natural environments when out in the community or forest