


<p><b><u>Communication and Language/ Literacy skills</u></b></p> <ul style="list-style-type: none"> <li>• Working on individual speech targets set with Speech and language Therapist and Teacher.</li> <li>• To stop and look when they hear their own name</li> <li>• To sit and attend to a short activity with sustained concentration</li> <li>• To join in some simple action songs and rhymes</li> <li>• To Pay attention to a dominant stimulus</li> <li>• To follow simple everyday instructions and routines with less support</li> <li>• To develop their understanding of visuals (differentiated for each individual) PECS/ Communication board</li> <li>• To further develop their preferred method of communication, such as PECS, Makaton &amp; verbal communication</li> <li>• Responds to different things said in a familiar context</li> <li>• 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.</li> </ul>	<p><b><u>Personal, Social &amp; Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>• Develop appropriate methods to ask for help as opposed to vocalising their upset.</li> <li>• To engage and communicate with a familiar adult to achieve a goal</li> <li>• To engage in shared play activities with a peer</li> <li>• To play cooperatively with a familiar adult- e.g. rolling a ball</li> <li>• Can demonstrate awareness of familiar and unfamiliar people, routines and objects</li> <li>• Uses familiar adults to share feelings such as excitement or pleasure, and for emotional refuelling</li> <li>• Shows an awareness of boundaries set and behavioural expectations.</li> </ul>	<p><b><u>Understanding the World / Science</u></b></p> <ul style="list-style-type: none"> <li>• To match and name different animals, places, items linked to Amazing Africa</li> <li>• To understand and use language related to Amazing Africa</li> <li>• Small world and cause and effect activities linked to Amazing Africa</li> <li>• To sort items into category's linked to Amazing Africa</li> <li>• To identify different animals in a picture</li> <li>• To begin to operate basic ICT equipment (link in with Taking Turns )</li> <li>• To think about things about amazing africa e.g. jungle, animals, under water, desert, safari.</li> <li>• Associated foods linked to Africa</li> <li>• To take part in a range of activities linked Amazing Africa - On safari, going to the jungle, dessert etc.</li> <li>• Educational visits - linked to Amazing Africa</li> </ul>
<p><b><u>Numeracy</u></b></p> <ul style="list-style-type: none"> <li>• Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers</li> <li>• To begin to recognise and match numbers</li> <li>• Notices changes in the number of objects</li> <li>• To begin to count small amounts</li> <li>• Mathematics focussed task boxes (differentiated)</li> <li>• Imitates stacking shapes and objects</li> <li>• Explores a range of construction to build</li> <li>• Matches objects according to shape and colour</li> <li>• Manipulates materials into different shapes/sizes</li> </ul>	<p><b>Dear Parents,</b>  <b>This is a forecast of work we will be focusing on this term.</b>  <b>Our topic is 'Amazing Africa'</b></p> <p><b>Blossom 2022</b>  <b>Spring Term 1</b>  <b>Miss Delaney</b></p> 	<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Listens to stories 1:1 and engages in story props</li> <li>• Responds to familiar books, stories, objects and rhymes</li> <li>• Begins to handle books and printed materials with interest</li> <li>• Able to match object to object and photo to photo</li> <li>• To recognise familiar symbols in the classroom</li> <li>• intensive interaction</li> <li>• Literacy focussed task boxes</li> <li>• Beginning to follow a now and next board</li> <li>• Explore sensory media independently</li> <li>• To actively engage and focus with mark making activities</li> </ul>
<p><b><u>Expressive Arts and Design /Art</u></b></p> <ul style="list-style-type: none"> <li>• Explore and experiment with a range of media through sensory exploration - link in with Amazing Africa</li> <li>• To move to music and listen to or join in with rhymes and songs - linked to Amazing Africa</li> <li>• Notices and is interested in the marks made by body movements</li> <li>• Shows an active interest in a range of tools and materials</li> <li>• Expresses self through physical action and sound</li> <li>• Printing with a range of objects.</li> <li>• To enjoy listening to Songs and begin to join in with actions and/or vocalisations linked to Amazing Africa</li> <li>• Shows an interest in the way musical instruments sound</li> </ul>	<p><b>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.</b></p>	<p><b><u>ICT</u></b></p> <ul style="list-style-type: none"> <li>• Matching and sorting games on the Interactive</li> <li>• White Board and Ipad</li> <li>• Develop mouse control and independence to use the computer.</li> <li>• Using the Ipad and digital camera to take photographs</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Joining in rhymes and repetitive phrases from stories</li> <li>• Puppets and props to join in stories</li> <li>• Small world play/ ring games / Themed sensory trays</li> </ul>

### Physical Development/ PE

- Sensory circuits and individual sensory diets
- Sensory Soft Play Session
- Tolerates prompts to help keep them safe
- showing more control when using climbing and play equipment and be able to climb confidently, pulling themselves up on climbing equipment
- Shows more control in using one handed tools to develop fine motor skills.
- Imitates drawing simple shapes such as circles and lines
- Fine motor tasks
- Engages in meeting their own basic needs (Self-help skills/ personal hygiene)
- Willing to try some new food textures and tastes through celebrations.
- 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/ friends and family
- Kind hands/ sharing with our friends
- Look at special celebrations such as Birthdays

### 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