

English Reading

Sensory story with PPT version of the book.
Engaging with the story using sensory stimulus.
Identify and describe characters and their feelings using symbols and colourful semantics.
Individual reading tasks. Read CVCs words accurately by blending the sounds in words that contain common graphemes

Phonics

Core-words activities
Revisit/ Revise Phase 1-3
Exploring environmental sounds

Writing

Daily fine motor skill activities, dough disco, clever fingers, mark making activities using different writing and art tools.
Weekly individualised handwriting during English. Touch and groove, writing in paint and printing.
Recognising and practicing lower and uppercase letters.
Tracing, hand writing tasks related to the story

Communication

Throughout the day for individual needs.
Identifying their own interests and likes.
Use of symbols related to different lessons. Building sentences with colourful semantics
Social skills — saying good morning to each other and answering questions eg. How do you feel?
Makaton signs throughout the day

Our World Science (STEM) - Light

Key learning: Pupils will explore light and dark through sensory and practical experiences, developing their understanding of how we see, where light comes from and how light can change.

Recap: Our five senses – Revisit the five senses: **sight, hearing, touch/feeling, taste and smell**. Explore how we use our senses to find out about the world around us, with a particular focus on **sight and light**.

Exploring light and dark – Provide opportunities to experience and observe the difference between light and dark using torches, lamps, reflective materials and darkened spaces.

Observing changes in light – Explore how light changes when we move a light source, make a room darker or brighter, cover a light source or change the position of an object.

Light sources – Explore familiar sources of light, including the **Sun, torches, lamps and lights**. Sort or match objects into **light sources / not light sources**, using real objects and visual supports wherever possible.

Sun safety – Develop an understanding that the Sun provides light but can also be harmful.

Shadows and light sources – Investigate how shadows are created.

Key vocabulary: light, dark, see, look, bright, torch, Sun, lamp, shadow, reflection, shade.

Forest School

Exploring living and non-living things.
Taking care of different living things in our environment.

WOW!

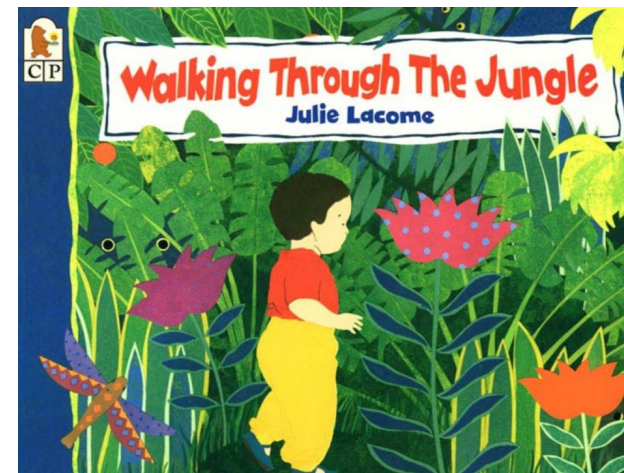
School Theme

Light, sound and celebrations.

Calendar Events

Beginning of term and Halloween

Walking Through the Jungle



PSHE Healthy Lifestyles

Taking care of physical health

Learning to take care of our bodies by washing our bodies, brushing our hair and teeth. This will be taught in PSHE lessons but also during swimming lessons.

Learning about how to keep ourselves safe in the sun. Knowing when its best to stay in the shade, drink lots of water, wear sun cream and do what we can to keep cool.

Learning about when we are tired that this may mean that we get upset and how to identify when we are tired. Learning to communicate to others that we are tired and need to rest.

Learning about the importance of sleep and a good sleep routine. When to sleep and what we can do to ensure a good nights sleep.

Throughout the day we also learn how to understand self and manage relationships

Forming and maintaining relationships: Understanding and respecting differences of peers and adults. Supporting engaging in interactions with shared activities and interests.

Making choices throughout the day and expressing these with awareness of others.

Understanding our feelings and recognising others feelings. Learning strategies to process and manage these feelings with support of adults.

Independence skills in daily routines– washing hands, tidying, using the toilet.

Social games

PSHE related games— learning to take care of ourselves via role-play. Brushing dolls hair, brushing teeth, washing hands.

Playing along side each other, turn taking and beginning to engage in shared play with peers.

Physical Health and Wellbeing

Physical Health

Focus: Gymnastics/body management

Cycling: Every week children use gross motor skills with bikes, trikes, scooters and go karts.

Swimming: In weekly swimming sessions with Connie, students gain confidence in the water. Exploring proprioceptive needs while working on skills such as kicking, floating, and splashing. All students have their own personal targets such as blowing bubbles in the water, moving themselves around the edge of the pool and retrieving sunken toys from the bottom of the pool.

P.E: Sessions with Louise where children explore a theme and practice awareness of their body.

Dance, Yoga: Children engage in regular movement breaks and calming strategies in Thai –chi massage for self-regulation throughout the day.

Life Skills:

Learning how to ask for help.

Looking after own belongings — hanging up coats and bags.

Personal care and hygiene, taking a shower after swimming, practising washing hands thoroughly.

Getting dressed properly after using the toilet and before going outside.

Promoting getting changed independently for swimming and PE.

Lunch — independence skill with eating and drinking, communicating choices, use of food and cutlery.

Community outings — safe behaviour in the community.

Creativity

Art / DT

Maths

Focus: Number, Number bonds

More/less and number recognition: Learners will recognise, match, and compare numbers using concrete and visual resources. We will use language of more/less with visual aids. We will practice 1:1 correspondence with music and manipulatives.

Read/write numbers: focus on number formation with tracing, copying and use of manipulatives. Exploring maths in stories and recognising the use of number.

Count forward and backward: using number lines to embed concrete understanding of the order of number and sequencing. Reinforcing this understanding through song and games.

Number bonds: Understand that numbers can be made up of smaller parts that combine to make a whole. We will explore the addition and subtraction of part-part-whole model with visual supports, cubes and numicon. We will work towards simple bonds (5 and 10).