

YEAR	We're going on a journey.		Humans 'v' Animals		Come and Listen to a story	
<b>KS2 Topic</b>	This is me / My World 	Space Y 	On the Farm 	On the Farm 	Holidays/Travel:Food and Drink 	My future - transition preparation: Celebration 
<b>Communication and interaction</b>	Add Class Specific Objectives: (AfL for more detail)	Add Class Specific Objectives: (AfL for more detail)	Add Class Specific Objectives: (AfL for more detail)	Add Class Specific Objectives: (AfL for more detail)	Add Class Specific Objectives: (AfL for more detail/differentiation)	Add Class Specific Objectives: (AfL for more detail)
To include:	Sensory story: What am I?	Sensory story: Fairground	Sensory story: Little Seed	Sensory story: Little Seed	Sensory story: Aladdin	Sensory story: Grandma's story
Speaking and Listening	Use mirrors and copy mouth movements, sounds etc Songs – Heads, shoulders, put your finger on your..., one finger one thumb, them bones,	Listening to voice of familiar staff member, parent or topic sounds such as "Space Sounds"(CD).	Listening to voice of familiar staff member, parent or responding to specific scent or texture, straw, fluffy and soft material, bristles/brush,	Listening to voice of familiar staff member, parent or responding to specific sounds.	Listening to voice of familiar staff member, parent or topic sounds such as eg saucepan lids crashing, bubbling, electric whisks.	Listening to different topic sounds eg party horns, fanfares, drums Imitating mouth movements and sounds
Phonics (if applicable)						
Pre-writing						
Reading						
Attention Autism	I've got a body Using voices – record own voice, use switches to hear voices	Showing a response to a familiar scent or touch such as massage of hands or feet by an adult. (Fast / slow or gentle / firm pressure)	Turning head to listen to topic sounds such as whistling wind, crunchy straw, animal sounds or tractors.	Turning head to listen to topic sounds such as whistling wind, crunchy straw, animal sounds or tractors.	Showing a response to a familiar scent or touch such as massage of hands or feet by an adult. (Fast / slow or gentle / firm pressure.)	Exploring different textures with hands and feet – tinsel, wrapping paper, ribbon
SALT programmes						Responding to name and familiar voices
PECS	'Talk' about selves – I like, I can, List action words / perform action words on request	Responding through movement, facial expression or vocalisation to being wrapped gently in a space blanket (	Listening to rhythmic patterns and stories such as 'Old Mcdonald had a Farm' Joining in with actions or words. Making up own phrases which fit in.	Listening to rhythmic patterns and stories such as 'Old Mcdonald had a Farm' Joining in with actions or words. Using symbols, Clicker and Makaton.	Responding through movement, facial expression or vocalisation to being wrapped gently in a blanket	Listening to and responding to stories such as "Kipper's Birthday", "Happy Birthday Sam", "Hullabaloo", "Spot's Harvest" "Lighting a lamp" (Diwali) by J Zucker and J Barger and "Sikh Gurdwara" by K Kaur Singh "My Presents" Rod Campbell
Communication Aids						
Intensive Interaction	Make photo book for each child with photos of them – them to label or use record photo book	Communicating "more" or "no more" of a game or activity through movement, facial expression or vocalisation (	Responding to range of sensory stimuli related to topic such as "gloop" for mud., 'Shredded paper	Responding to range of sensory stimuli related to topic such as "gloop" for mud., 'Shredded paper for straw, wool for animals' fur with topic related	Communicating "more" or "no more" of a food at snack or meal time game or through movement, facial expression or vocalisation	
Engagement Profile						
Makaton						
Clicker communicate	Label / take photos, visit and use objects of reference / symbols for					

<p>parts of family, class, friends, school</p> <p>Write own name, label, draw self, arrange letters in name etc Feeling different parts of own and someone else's body</p> <p>TACPAC and handypac. Massage and sensory touch Feeling different materials Responding to stimulus</p> <p>Using hands / feet to explore the immediate environment</p> <p>Exploration using senses</p>	<p>Listening to rhythmic patterns, stories and finger rhymes (see below Rhyme and Rhythm in Literacy section)</p> <p>Responding to simple words and instructions in context and linking to object eg ("Where is your head?").</p> <p>Following a verbal sequence of two or three key instructions such as "Count to five and then make the rocket fly"</p> <p>Understanding basic concepts such as colour, size and positional vocabulary.</p> <p>Understand "Who / where or what" questions Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning eg "I want a..." or "I see a..."</p> <p>Responding to / initiating an interaction with an adult for a favourite topic game such as "Whizzing through space" .</p>	<p>for straw, wool for animals' fur.</p> <p>Responding to simple words and instructions in context and linking to object e.g ("Where's the pig / duck / tractor ?")</p> <p>Understanding basic concepts such as colour, size and positional vocabulary such as "Under the hay, in the barn, on the tractor"</p> <p>Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning e.g "I want a chicken" or "I see a cow"</p> <p>Asking questions and begin to use connectives in sentences such as "and" or "because".</p> <p>(Inclusive of SALT Targets).</p> <p>Phonics: Going on a sound hunt to listen for sounds on the farm/make them in classroom, listening /copying sound patterns, sound games using a animal hand puppets.</p> <p>Listening/ identifying initial sounds in words "S is for sheep", listening to animal sounds – what animal says moooo?</p>	<p>objects in. I Spy game, i.e animals in the gloop.</p> <p>Responding to simple words and instructions in context and linking to object e.g ("Where's the big pig / yellow duck / blue tractor?") Including colour, size.</p> <p>Understanding basic concepts such as colour, size and positional vocabulary such as "Under the hay, in the barn, on the tractor"</p> <p>Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning e.g "I want a chicken" or "I see a cow".</p> <p>Asking questions and begin to use connectives in sentences such as "and" or "because".</p> <p>(Inclusive of SALT Targets).</p> <p>Phonics (Phase 1) –</p> <p>Listening to environmental sounds (such as taps running/ crunching straw), body sounds (stamping in puddles) and instrumental sounds (rain stick).</p> <p>Phase 2 – Learning letter sounds and begin to blend sounds for reading. Writing name / topic words such as "pig" using</p>	<p>Listening to rhythmic patterns, stories and finger rhymes</p> <p>Responding to simple words and instructions in context and linking to object eg ("Where is your head?").</p> <p>Following a verbal sequence of two or three key instructions such as "Put the cup on the table and then sit down". Understanding basic concepts such as colour, size and positional vocabulary.</p> <p>Understand "Who / where or what" questions. Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning eg "I want a..." or "I see a..."</p> <p>Responding to / initiating an interaction with an adult for a favourite topic game such as "Jumping beans"</p> <p>Maintaining several "Circles of Communication" Repairing the game if an adult moves away.</p> <p>Retell a story verbally in correct order or through pictures / symbols.</p>	<p>Listening to and joining in with finger rhymes and songs such as "Round and Round the Garden", "Slowly Slowly" and "Pat-a-cake"</p> <p>What's in the Box... surprise! Anticipation and suspense</p> <p>Card making and writing names Linking picture of a particular celebration to word eg "Party"</p> <p>Collecting and sorting words which begin with same sound "f" for "fireworks"</p> <p>(Inclusive of SALT Targets).</p> <p>Understand "Who / where or what" questions Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning eg "I want a..." or "I see a..."</p> <p>Responding to / initiating an interaction with an adult for a favourite topic game such as Fireworks whizzing /twirling in the sky.</p> <p>Phonics (Phase 1) –</p> <p>Listening to environmental sounds (wind blowing, water / rain), body sounds (clapping) and</p>
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<p>Genre – Following Whole school Literacy Planning. (Band A/B)</p> <p>HIGHLIGHT</p>	<p>Choose from:</p> <p>Barefoot books/ sensory stories/ Makaton songs-singing hands</p> <p>Narrative: Funny bones, Titch, You choose, Let's make faces, All kinds of people, What makes me me?</p> <p>Non-Fiction: This is me factfile</p> <p>Poetry: I am me <a href="https://www.youtube.com/watch?v=KZsEr1fhgWY">https://www.youtube.com/watch?v=KZsEr1fhgWY</a></p>	<p>Choose from:</p> <p>Barefoot books/ sensory stories/ Makaton songs-singing hands</p> <p>Narrative: Whatever Next, Aliens love underpants, Q Pootle, Roaring Rockets, Toys in Space, Here come the Aliens, Winnie in Space, Noahs Rocket, I took the Moon for a walk.</p> <p>Non-fiction: My Very First Space Book, The Solar System, The Pop Up, Pull Out Space Book (All Usbourne Books).</p> <p>Poetry: Theres no place like space, Tish Rabe.</p> <p>Variety on Youtube of songs and poetry.</p>	<p>Choose from:</p> <p>Narrative: Farmyard Hullabaloo, Farmer Duck, Fergus goes Quackers, What the Ladybird Heard, Old Mcdonald Had a Farm, Poppy and Sam on the Farm, Big Red Barn, Mrs Wishy Washys Farm.</p> <p>Non-fiction: Farm Animals, Touch and Feel Farm, The Noisy Farm</p> <p>Poetry: The Noisy Farm Book by Axel Schellfer.</p> <p>Nursery Rhymes, See Music Planning.</p>	<p>Choose from:</p> <p>Narrative: Apple Tree Farm, Poppy and Sam, Farmyard Hullabaloo, Farmer Duck, Fergus goes Quackers, What the Ladybird Heard, Old Mcdonald Had a Farm, Poppy and Sam on the Farm, Big Red Barn, Mrs Wishy Washys Farm.</p> <p>Non-fiction:</p> <p>Poetry: A Farmer's life for me (youtube).</p> <p>Nursery Rhymes, See Music Planning.</p>	<p>Choose from:</p> <p>Narrative: Kippers Picnic, The Train Ride, Going on a Plane, The Great Explorer, Duck in the Truck, Mr Gumpys Outing,</p> <p>Non-fiction: Then and Now (Flip Flap), Cars and Trucks and Things that Go, Super Submarines, Faster, Further, Higher, Deeper.</p> <p>Poetry: The Wheels on the Bus, We all go travelling By.....</p> <p>Nursery Rhymes, See Music Planning.</p>	<p>Choose from:</p> <p>Narrative: "Kipper's Birthday", "Happy Birthday Sam", "Hullabaloo", "Spot's Harvest"</p> <p>Non-fiction: "Lighting a lamp" (Diwali) by J Zucker and J Barger and "Sikh Gurdwara" by K Kaur Singh "My Presents" Rod Campbell</p> <p>Poetry: Pat a Cake, Round and Round the Garden, Happy Birthday.</p> <p>Nursery Rhymes See Music Planning.</p>
<p><b>Cognition and Learning</b></p>	<p><b>Exploring Maths</b> use of number, touching objects/resources specific to maths, number rhymes, movement, up/down, time</p> <p>Exploring Maths incl. colours, shapes, noises, lights, searching for objects in sand, holding objects and removing one etc</p> <p>Capacity: Filling and emptying containers with water or objects. Emptying and then filling again! Back and forth interaction/reciprocal</p>	<p><b>Exploring Maths</b> use of number, touching objects/resources specific to maths, number rhymes, movement, up/down</p> <p>Time (light and dark, day and night etc.)</p> <p>Money and counting</p> <p>Weight-</p> <p>Position and direction</p> <p>Number and counting</p>	<p><b>Exploring Maths</b> use of number, touching objects/resources specific to maths, number rhymes, movement, up/down, time</p> <p>Exploring Maths incl. colours, shapes, noises, lights, searching for objects in sand, holding objects and removing one etc</p> <p>Capacity- filling / emptying containers linked to farm theme (e.g coco pops/ rice/ broccoli)</p> <p>Length- counting steps to farm / around farm/</p>	<p><b>Exploring Maths</b> use of number, touching objects/resources specific to maths, number rhymes, movement, up/down</p> <p>Time (light and dark, day and night etc.)</p> <p>Weight – animals/ objects linked to farm/ feed for animals</p> <p>Position and direction- places around school / farm- animals next to</p>	<p><b>Exploring Maths</b> use of number, touching objects/resources specific to maths, number rhymes, movement, up/down, time</p> <p>Exploring Maths incl. colours, shapes, noises, lights, searching for objects in sand, holding objects and removing one etc</p> <p>Capacity</p> <p>Length</p>	<p><b>Exploring Maths</b> use of number, touching objects/resources specific to maths, number rhymes, movement, up/down</p> <p>Time (light and dark, day and night etc.)</p> <p>Money and counting</p> <p>Weight</p> <p>Position and direction</p> <p>Number and counting/Addition and Subtraction</p>

<p>How many fingers, toes etc</p> <p>How fast can you move, how slow, how high / far can you jump</p> <p>Count people in the class, how many classes</p> <p>Making myself heard!! Getting my needs met Developing understanding of cause and effect</p> <p>Help Kidz learn games</p> <p>Outside: Building bricks/logs, matching sensory pads</p>	<p>Addition and Subtraction- (using objects e.g. snack)</p> <p>Experience number rhymes such eg "Five Little Men in a Flying Saucer", "Ten Green Aliens sitting on a wall"</p> <p>Object Permanence – following a toy with eyes as it goes out of sight.</p> <p>Showing a brief memory through movement, facial expression or vocalisation when it is re-presented</p> <p>Number – Counting backwards 10-zero and then Blast off!</p> <p>Counting aliens-how many? Counting arms and legs (in pairs)</p> <p>.Matching two rockets which are the "same".</p> <p>Noticing and naming shapes, colours and patterns-eg making a rocket from junk.</p> <p>Finding shapes in the Outside Classroom Showing awareness of everyday routines through visual timetable,</p> <p>Transition songs and Objects of Reference. Anticipating an action</p>	<p>measuring tough tray animal sections</p> <p>Number/Counting</p> <p>Experience number rhymes such as "5 little ducks".</p> <p>Counting toys, characters in the story or rhyme or pigs in the pen. Saying some number names randomly/in sequence.</p> <p>One to one correspondence-giving each child an animal. Children to gesture/ask/sign for animal they would like.</p> <p>Matching quantities to numbers. Creating groups of objects.</p> <p>Adding groups of animals together / taking 1 animal away. Together in the barn / 1 animal goes in the trailer. Simple add and sub.</p> <p>Outside:</p>	<p>Number and Counting/Addition and Subtraction</p> <p>Number/Measures and Shape.</p> <p>Object Permanence- where has the toy gone even though it is out of sight?</p> <p>Concentrating on specific topic toy e.g soft animal toy - if adult makes it disappear, showing brief memory when re-presented.</p> <p>Light/Dark, making shadows with the animals, tractors, building and identifying what they are. Use Clicker to label?</p> <p>Black card shadows - Children could draw around objects/make on card/chalk in the outdoor area creating animal shadows.</p> <p>Experiencing and/or understanding differences in size, weight and capacity, such packing a big/small trailer on the tractor / ordering size of animals / filling the barn / pond.</p> <p>Noticing and naming shapes and patterns, animal footprints.</p>	<p>Number/sequencing</p> <p>Experience number rhymes such as "Five red apples" or "Five Little peas in a pea pod pressed "1 Potato, 2 Potato"</p> <p>Object Permanence- following a toy with eyes as it goes out of sight.</p> <p>Showing a brief memory through movement, facial expression or vocalisation when it is re-presented.</p> <p>Number –Counting backwards/forwards to 10. Counting carrots or potatoes-how many?</p> <p>Counting wellie boots (in pairs).</p> <p>One to one correspondence – matching a spade for each child to dig in the garden.</p> <p>Noticing and naming shapes, colours and pattern – eg making a repeat pattern from different vegetables.</p> <p>Finding shapes in the Outside Classroom.</p> <p>Showing awareness of everyday routines through visual timetable, transition songs and Objects of Reference.</p>	<p>Number/measures</p> <p>Experience number rhymes such as "Five red apples" or "Five Little peas in a pea pod pressed "1 Potato, 2 Potato"</p> <p>Object Permanence- following a toy with eyes as it goes out of sight.</p> <p>Showing a brief memory through movement, facial expression or vocalisation when it is re-presented.</p> <p>Number –Counting backwards/forwards to 10. Counting carrots or potatoes-how many?</p> <p>Counting wellie boots (in pairs).</p> <p>One to one correspondence – matching a spade for each child to dig in the garden.</p> <p>Noticing and naming shapes, colours and pattern – eg making a repeat pattern from different vegetables.</p> <p>Finding shapes in the Outside Classroom.</p> <p>Showing awareness of everyday routines through visual timetable,</p>
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		<p>which might happen "now" through familiar songs "5, 4, 3, 2, 1 ..."</p> <p>Experience / use language of size "Big / bigger / Biggest". Sequencing stars in size order</p> <p>Positional language such as through, on, off or next to.</p> <p>Outside: Play opportunities 5,4,3,2,1.....</p>		<p>Sorting balls according to size or colour.</p> <p>Positional language such as through, on, off, next to.</p> <p>Outside:</p>	<p>Anticipating an action which might happen "now" through familiar songs</p> <p>Experience/use language of size "tall/taller/tallest"- measuring bean plants!</p> <p>Positional language such as through, on, off or next to</p> <p>Outside:</p>	<p>transition songs and Objects of Reference.</p> <p>Anticipating an action which might happen "now" through familiar songs</p> <p>Experience/use language of size "tall/taller/tallest"- measuring bean plants!</p> <p>Positional language such as through, on, off or next to</p> <p>Outside</p>
<p><b>Creative</b></p> <p>Art</p> <p>DT</p>	<p>-Self Portraits -Me and My family</p> <p>-Hand and Feet printing</p> <p>-Clay and Mosaic faces</p> <p>-Memory Boxes</p> <p>Use paint with fingers, hands, feet, toes – what else?</p> <p>Use salt dough to make hand / footprints,</p> <p>Play Doh and people shapes</p> <p>Responding to stimulus in my own way</p>	<p>Exploring material through senses – warm orange jelly for "sun", cold textured ice for "moon" or feet put in a ball pool of "planets".</p> <p>Joining in with songs and creating sounds using instruments or recycled materials such a rice shaker.</p> <p>Imitate voice sounds and actions with an adult in a back and forth interaction</p> <p>Using voice distorter / microphone to make alien voices and sounds</p>	<p>Visit to "Farmyard" to smell, see and listen to environment and animals.</p> <p>Exploring materials with whole bodies-fur fabric, shiny foil or rough card using touch, visual, sounds.</p> <p>Responding to topic songs and music with whole bodies.</p> <p>Joining in with songs and creating sounds using instruments or recycled materials such a cardboard tube for the animal and tractor noises, emphasise volume.</p>	<p>Exploring the farmyard environment through all senses, identifying each of the senses.</p> <p>Joining in with songs and creating sounds using instruments or recycled materials such a rainmaker or different coloured water in plastic bottles.</p> <p>Make a sound story of a farmyard, water, sand using voice sounds, percussion or recorded sounds.</p>	<p>Tipping food over different parts of the body such as cornflakes over feet, baked beans on arms or bread crumbs on backs</p> <p>Printing with food such as potatoes and carrots</p> <p>Painting" by squeezing tomato ketchup, brown sauce and salad cream!</p> <p>Understanding and using descriptive vocabulary such as "bumpy" and "soft".</p> <p>Use pretend play to act out different scenarios eg going to the bakery to</p>	<p>Tipping food over different parts of the body such as cornflakes over feet, baked beans on arms or bread crumbs on backs</p> <p>Printing with food such as potatoes and carrots</p> <p>Painting" by squeezing tomato ketchup, brown sauce and salad cream!</p> <p>Understanding and using descriptive vocabulary such as "bumpy" and "soft".</p> <p>Use pretend play to act out different scenarios eg going to the bakery to</p>

	Looking at lights and patterns	Mix shiny paint, and use circular marks with fingers or tools  Understanding and using descriptive vocabulary such as "bumpy" and "soft"  Make giant 3D model of spaceship or smaller individual rockets from junk	Using simple construction toys to create a model e.g farmyard.  Making farmyard animals through craft materials, tissue, shredded paper, cotton wool, paper plates, straw, paint, bubble wrap, cardboard, felt, googly eyes.  Role play - Imitating the movements and sounds they make.	Using large cardboard boxes/bottle tops/straws to make a Tractor/Barns.  Making farmyard animals through craft materials, tissue, shredded paper, cotton wool, paper plates, straw, paint, bubble wrap, cardboard, felt, googly eyes * adding symbols using Clicker or PECS.  Role Play – dressing up costumes, masks/make our own, animals/farmers.	buy bread/ making a cup of tea	buy bread/ making a cup of tea.
Music for communication:	Charanga – Anyone can PLAY scheme of work. Units 1-24.  Songs linked to topic  Using my body to be creative Listening to music  Responding to their own favourite songs- (ask parents)  Make a class playlist	Charanga – Anyone can PLAY scheme of work. Units 1-24.  Songs linked to topic  Responding to topic songs and music with whole bodies such as "The sun has got his hat on" or "Zoom Zoom Zoom We're Going to the Moon" or "The Planets" by Holst.  Responding to sound beam trolley (? Ask Lucy Wallace)  Joining in with songs and creating sounds using instruments or recycled	Charanga – Anyone can PLAY scheme of work. Units 1-24.  Songs linked to topic  Old Mcdonald had a Farm.  Animal Boogie (Barefoot Books).  I went to visit a farm one day  <a href="http://www.letsplaykidsmusic.co.uk">www.letsplaykidsmusic.co.uk</a> (lovely ideas and above songs on)  This Little Cow  Open up the Barndoor	Charanga – Anyone can PLAY scheme of work. Units 1-24.  Songs linked to topic  The Farmer sows the Seed  5 Little Ducks/ 5 Little Pigs/ 5 Little Farmers / 10 Little Piggies  The Farmers in his Den  <a href="http://www.letsplaykidsmusic.co.uk">www.letsplaykidsmusic.co.uk</a> (lovely ideas and above songs on)  Mary had a little lamb.  This is the way we ... on the Farm.	Charanga – Anyone can PLAY scheme of work. Units 1-24.  Songs linked to topic  Responding to topic songs and music with whole bodies such as "Ten fat sausages" or "Six Currant Buns"  Joining in with songs and creating sounds using instruments or recycled materials such a rice or pasta shaker.  Imitate voice sounds and actions with an adult in a back and forth interaction	Charanga – Anyone can PLAY scheme of work. Units 1-24.  Songs linked to topic  Responding to topic songs and music with whole bodies such as "Ten fat sausages" or "Six Currant Buns"  Joining in with songs and creating sounds using instruments or recycled materials such a rice or pasta shaker.  Imitate voice sounds and actions with an adult in a back and forth interaction such as

		materials such a rice shaker.	Cows in the Kitchen. <a href="http://www.prekfun.com/themes/prekthemes/A-F/Farm/Farm_Songs.html">http://www.prekfun.com/themes/prekthemes/A-F/Farm/Farm_Songs.html</a>  Engaging, participating in actions, signing and singing rhymes and songs.  Initiating and creating sounds with whole body, (mouths, hands, feet) /instruments/ outdoors, natural materials to make our own sounds in our environment.	<a href="http://www.prekfun.com/themes/prekthemes/A-F/Farm/Farm_Songs.html">http://www.prekfun.com/themes/prekthemes/A-F/Farm/Farm_Songs.html</a>  Engaging, participating in actions, signing and singing rhymes and songs.  Initiating and creating sounds with whole body, (mouths, hands, feet) /instruments/ outdoors, natural materials to make our own sounds in our environment.  Listening and responding to "Raindrop Prelude" by Beethoven or "Fingal's Cave" by Mendelssohn.	such as "Mmmmm" or blowing a raspberry	"Mmmmm" or blowing a raspberry
<b>Physical and Personal Development.</b>  (Inc Sensory)	PE – REAL PE Scheme: Personal	PE – REAL PE Scheme: Social	PE - REAL PE Scheme: Cognitive	PE - REAL PE Scheme: Creative	PE - REAL PE Scheme: Physical	PE - REAL PE Scheme: Heath and Fitness
	Jabadao	Jabadao	Jabadao	Jabadao	Jabadao	Jabadao
	Dance	Dance	Dance	Dance	Dance	Dance
	Swing Room (sensory circuits)	Swing Room (sensory circuits)	Swing Room (sensory circuits)	Swing Room (sensory circuits)	Swing Room (sensory circuits)	Swing Room (sensory circuits)
	Disability Bikes	Disability Bikes	Disability Bikes	Disability Bikes	Disability Bikes	Disability Bikes
	TACPAC	TACPAC	TACPAC	TACPAC	TACPAC	TACPAC
	Individual programmes	Individual programmes	Individual programmes	Individual programmes	Individual programmes	Individual programmes
	Rebound Therapy	Rebound Therapy	Rebound Therapy	Rebound Therapy	Rebound Therapy	Rebound Therapy
	Shared Play	Shared Play	Shared Play	Shared Play	Shared Play	Shared Play
	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor

	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
<b>Skills for Life (PfA)</b>						
Linked throughout curriculum:	Self Help: Snacktime	Self Help: Snacktime	Self Help: Snacktime	Self Help: Snacktime	Self Help: Snacktime	Self Help: Snacktime
Out and about	Dressing/undressing	Dressing/undressing	Dressing/undressing	Dressing/undressing	Dressing/undressing	Dressing/undressing
Community awareness	Washing hands	Washing hands	Washing hands	Washing hands	Washing hands	Washing hands
Physical wellness	Mealtimes	mealtimes	mealtimes	mealtimes	mealtimes	mealtimes
Communication skills	Toileting	toileting	toileting	toileting	toileting	toileting
Numeracy skills		Being close to a favourite adult.	Being close to a favourite adult.	Being close to a favourite adult/copying facial expressions	Being close to a favourite adult. Looking at faces, giving eye contact, copying facial expressions or looking at what an adult is looking at	Being close to a favourite adult. Looking at faces, giving eye contact, copying facial expressions or looking at what an adult is looking at
Thinking skills	Use mirrors and look at self / other people in the mirror	Looking at faces, giving eye contact, copying facial expressions or looking at what an adult is looking at	Copying facial expressions (a happy farmer, a sad farmer) or looking at what an adult is looking at.	Looking at what an adult is looking at		
People skills	Develop sense of what you need / feel	Responding to, or initiating an interaction with an adult such as swinging in a blanket.	Showing awareness of the activities of others e.g another child on the trampoline.	Showing awareness of the activities of other children or supported paired games.	Responding to or initiating an interaction with an adult such as swinging in a blanket.	Responding to or initiating an interaction with an adult such as swinging in a blanket.
<b>Skills for life taught throughout the curriculum promote:</b>	Dressing and undressing skills					
Independent Living; Good Health, Friends and Relationships; and My place in Society and Employment.	Responding to my needs	Showing awareness of the activities of other children or supported paired drama games such as "Two little Men in a flying saucer" Initiating interaction with another child using a gesture,	Cooperate with adult to play simple game such as Peekaboo in a cave.	Initiating interaction with another child using a gesture, word or symbol for example asking to play with farmyard tuff tray, sensory tray, farmyard bingo.	Showing awareness of the activities of other children or supported paired drama games such as "Alan is in the garden".	Showing awareness of the activities of other children or supported paired drama games such as "Alan is in the garden".
	Making myself heard!!		Supported turn taking.			
	Getting my needs met.		Initiating interaction with another child or adult using a gesture, word or "Play with me" symbol for example asking to play with water spray.		Initiating interaction with another child using a gesture, word or symbol. For example, offering a cup for another child to "drink".	Initiating interaction with another child using a gesture, word or symbol. For example, offering a cup for another child to "drink".
	Saying hello in my own way.	Making choices through eye gaze, words, facial expressions, vocalisations, objects or symbols such as choosing a favourite snack	Awareness of on self as different and separate from others e.g putting on a polar bear mask and	Awareness of on self as different and separate from others e.g putting on a famers hat and looking in a mirror, different clothes/accessories.		
				Making choices through words, facial expressions,	Making choices through eye gaze, words, facial expressions, vocalisations,	Making choices through eye gaze, words, facial

		<p>Calming when rocked or under weighted blanket with help from adult</p> <p>Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions</p> <p>Starting to show some awareness of the feelings or needs of others</p> <p>Asking for help from an adult with symbols, vocalisations or words (sabotage a task so that help is a necessity!)</p>	<p>looking in a mirror! (Ipad app-Photo booth)</p> <p>Making choices through words, facial expressions, vocalisations, objects or symbols such as choosing an item of clothing for an "expedition".</p> <p>Requesting "more" or "no more" of a stimuli.</p> <p>Calming when rocked and with help from adult.</p> <p>Recognition of different emotions using gesture, facial expression or verbalisations to express emotions.</p> <p>Using pretend play to explore themes dealing with emotions such as anger/curiosity/fear</p> <p>Awareness of right and wrong. Responding to boundaries of behaviour.</p> <p>"Cultural" strand: Willingness to participate in, and respond to cultural opportunities (for example artistic, musical, technological and scientific).</p>	<p>vocalisations, objects or symbols such as choosing a flavour of squash, water, ice and straw.</p> <p>Requesting "more" or "no more" of a stimuli. Calming when rocked and with help from adult.</p> <p>Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions.</p> <p>Responding to tasks with responsibility such as washing the cars/bikes or "painting" walls with water and paint brushes.</p> <p>Using pretend play to explore themes dealing with emotions such as anger / curiosity / fear etc.</p> <p>Awareness of danger and keeping safe with our immediate environment, school .... farmyard, home, local community.</p> <p>Awareness of right and wrong. Responding to boundaries of behaviour.</p>	<p>objects or symbols such as choosing a favourite filling for a sandwich snack</p> <p>Calming when rocked or under weighted blanket with help from adult</p> <p>Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions</p> <p>Responding to boundaries of behaviour such as "Only three bears allowed at the picnic"</p> <p>Using pretend play or enacting topic stories to explore themes dealing with emotions such as anger / curiosity / fear For example, "Someone has stolen my cakes-what shall I do?"</p> <p>Starting to show some awareness of the feelings or needs of others. Asking for help from an adult with symbols, vocalisations or words (sabotage a task so that help is a necessity!)</p>	<p>expressions, vocalisations, objects or symbols such as choosing a favourite filling for a sandwich snack</p> <p>Calming when rocked or under weighted blanket with help from adult</p> <p>Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions</p> <p>Responding to boundaries of behaviour such as "Only three bears allowed at the picnic"</p> <p>Using pretend play or enacting topic stories to explore themes dealing with emotions such as anger / curiosity / fear . For example, "Someone has stolen my cakes-what shall I do?"</p> <p>Starting to show some awareness of the feelings or needs of others. Asking for help from an adult with symbols, vocalisations or words (sabotage a task so that help is a necessity!)</p>
<b>MAPP</b>	<p>In addition all pupils have Individual Targets linked to their EHCP which are addressed across all areas of learning. These are tracked using MAPP (Mapping and Assessing Pupil Progress) in relation to Independence, Maintenance, Fluency and Generalisation. These targets are displayed in the pupil's classroom and are a working document annotated by all members of the class team.</p>					

This planning document is a live document. The staff teaching our children following a Semi-Formal pathway will constantly adapt to suit the needs/diversity of our children.