





	We're going on a journey/Around the world in 80 days		Humans v Animals/From farm to plate		Come and Listen to a story/Hidden treasure	
KS1 Topic	This is me	My world	Mini beasts/Nature	On the farm/Farm produce	Once upon a time..	Musical stories
Communication and interaction To include: Speaking and Listening Phonics (if applicable) Pre-writing Reading Attention Autism SALT programmes PECS Communication Aids Intensive Interaction Engagement Profile Makaton	Add Class Specific Objectives: (AfL for more detail) Sharing topic books such as Funny bones, Titch, You choose, Let's make faces, dear zoo, etc. Reading some words independently. Discussing content / predicting what may happen next. Showing interest in rhymes, songs and jingles. Joining in with actions / sounds / words. Get to know me – spend time getting to know each other, build strong supportive relationships between staff and pupils/pupils and pupils Establish a bespoke schedule/timetable based on meeting my individual needs when in school Revisit my existing educational targets - EHCP, SALT, OT. Do my targets cater for my current needs? Am I happy? Am I settled? What do I need now? Where is my learning journey taking me this year?	Add Class Specific Objectives: (AfL for more detail) Sharing topic books such as Little Bear goes to school, The day the crayons quit, Pip and Posy, etc. Reading some words independently. Discussing content / predicting what may happen next. Showing interest in rhymes, songs and jingles. Joining in with actions / sounds / words. SALT: use colourful semantics to support learning looking at who? What doing? What? Where? Explore and visit parts of my class, my school and outside of school – eg local shops, playground, nature reserve, specialist rooms, farm Exploration using senses - Using hands / feet to explore the immediate environment Talk about places – I like, List action words / perform action words on request	Add Class Specific Objectives: (AfL for more detail) Sharing topic books such as "Peter Rabbit" "The Bear Hunt" "Oliver's Vegetables" Reading some words independently. Discussing content / predicting what may happen next. Showing interest in rhymes, songs and jingles. Joining in with actions / sounds / words. SALT: use colourful semantics to support learning looking at who? What doing? What? Where? Go on an adventures in the woods, forest school lessons, nature reserve, garden, farm, etc looking at the natural world. Symbol use – key vocabulary linked to nature, mini beasts, bugs, garden, flowers, trees, etc. Exploration using senses – using hands/feet to explore the immediate natural world and environment	Add Class Specific Objectives: (AfL for more detail) Sharing topic books such as The Tiger who came to Tea, Oliver's Vegetables, The Gingerbread Man, Jack and the Beanstalk. Discussing content / predicting what may happen next. Showing interest in rhymes, songs and jingles. Joining in with actions / sounds / words. SALT: use colourful semantics to support learning looking at who? What doing? What? Where? Go on an adventures in the woods, forest school lessons, nature reserve, garden, farm, etc looking at farming and food production. Symbol use – key vocabulary linked to farming and food production. Set up regular visits to the school farm, look at visiting local farms.	Add Class Specific Objectives: (AfL for more detail) Sharing topic books such as 3 Little Pigs, Jack and the Beanstalk, Little Red Riding Hood, The Gruffalo, The Gruffalo's Child. Discussing content / predicting what may happen next. Showing interest in rhymes, songs and jingles. Joining in with actions / sounds / words. SALT: use colourful semantics to support learning looking at who? What doing? What? Where? Explore/visit the theatre or musical/theatrical performances within local area – libraries, theatres, organise school musical/theatrical event - look at Hullabaloo events, Darlington Hippodrome, Cinema for appropriate releases. Symbol use – key vocabulary linked to topic stories.	Add Class Specific Objectives: (AfL for more detail) Sharing topic books such as Rumble in the Jungle, We're Going on a Bear Hunt, Brown Bear Brown Bear what do you see? Frog on a Log. Discussing content / predicting what may happen next. Showing interest in rhymes, songs and jingles. Joining in with actions / sounds / words. SALT: use colourful semantics to support learning looking at who? What doing? What? Where? Explore/visit the theatre or musical/theatrical performances within local area – libraries, theatres, organise school musical/theatrical event - look at Hullabaloo events, Darlington Hippodrome, Cinema for appropriate releases. Symbol use – key vocabulary linked to topic stories.

	<p>SALT: use colourful semantics to support learning looking at who? What doing? What? Where?</p> <p>Voices – record own voice, use switches/sound buttons to hear voices</p> <p>Talk about self – I like..., I can..., I want...</p> <p>Action words/perform action words upon request - run, walk, jump, lay down, clap, stretch, squeeze, cuddle, tickle</p> <p>Symbol use – key vocabulary linked to me.</p> <p>Ideas on twinkl - EYFS>themes and topics>everyday life>ourselves, – a wealth of resources</p> <p>Phonics (Phase 1): Sound discrimination – Listening to sounds of my environment (such as the classroom, lunch hall, playground, home, voices, etc.), body sounds (stamping or clapping and instrumental sounds Rhyme and Rhythm – Listening to rhymes such as “Round and Round the Garden”. Copying a beat tapped out on drum / body.</p> <p>Phase 2 – initial sounds and blending sounds. Writing – Making marks in a variety of</p>	<p>Make photo book for each child with photos of them/places</p> <p>Symbol use – key vocabulary linked to me and the world around me.</p> <p>Label / take photos, visit and use objects of reference / symbols for class, friends, school, community, outdoor environments</p> <p>Ideas on twinkl - EYFS>themes and topics>everyday life>ourselves, – a wealth of resources</p> <p>Phonics (Phase 1): Sound discrimination – Listening to sounds of my environment (such as the classroom, lunch hall, playground, home, voices, etc.), body sounds (stamping or clapping and instrumental sounds Rhyme and Rhythm – Listening to rhymes such as “Round and Round the Garden”. Copying a beat tapped out on drum / body.</p> <p>Phase 2 – initial sounds and blending sounds. Writing – Making marks in a variety of media such as jelly, rice, flour, shaving foam, etc.</p>	<p>Make photo book for minibeasts – fact files, include videos, photos, drawings, sensory objects, etc</p> <p>Build a minibeast environment – bug boxes, ladybird houses, bumble bee house, log piles, etc. Then let the children observe, explore and experience the natural world around them. Class pet? Worm farm, stick insects, snails, etc.</p> <p>Visits – Local nature reserves, Thorpe Perrow, local woodlands, tropical world, butterfly world, etc</p> <p>Ideas on twinkl - EYFS>themes and topics>places>gardens, park, forest and woodlands, – a wealth of resources</p> <p>Phonics (Phase 1): Sound discrimination – Listening to sounds of nature (such as rain, wind, birds, in the nature reserve, etc.), body sounds (stamping or clapping and instrumental sounds Rhyme and Rhythm – Listening to rhymes such as “Round and Round the Garden”. Copying a beat tapped out on drum / body.</p>	<p>Farm animals – learn how to handle, clean, care for, what they produce, what products are used for, etc.</p> <p>Other farm produce: Fruit and vegetables – plant, care for, grow, sell/use in recipes, learn about range of produce, etc Dairy products – milk, cheese, eggs, etc. - learn about where originate, familiarise with, try, cook with, etc.</p> <p>Ideas on twinkl - EYFS>themes and topics>places>on the farm – a wealth of resources</p> <p>Phonics (Phase 1): Sound discrimination – Listening to sounds of nature (such as farm animals, nature reserve, etc.), body sounds (stamping or clapping and instrumental sounds Rhyme and Rhythm – Listening to rhymes such as “Round and Round the Garden”. Copying a beat tapped out on drum / body.</p> <p>Phase 2 – initial sounds and blending sounds. Writing – Making marks in a variety of media such as jelly, rice, flour, shaving foam, etc. Writing own name or short caption</p>	<p>Role play – use variety of dressing up, props and sensory materials to promote understanding and enjoyment.</p> <p>Ideas on twinkl – search... once upon a time, traditional tales, fairy tales – a wealth of resources</p> <p>Phonics (Phase 1): Sound discrimination – Listening to sounds of nature (linked with topic story), body sounds (stamping or clapping and instrumental sounds Rhyme and Rhythm – Listening to rhymes such as “Round and Round the Garden”. Copying a beat tapped out on drum / body.</p> <p>Phase 2 – initial sounds and blending sounds. Writing – Making marks in a variety of media such as jelly, rice, flour, shaving foam, etc. Writing own name or short caption</p>	<p>Role play – use variety of dressing up, props and sensory materials to promote understanding and enjoyment.</p> <p>Ideas on twinkl – search... once upon a time, traditional tales, fairy tales – a wealth of resources</p> <p>Phonics (Phase 1): Sound discrimination – Listening to sounds of nature (linked with topic story), body sounds (stamping or clapping and instrumental sounds Rhyme and Rhythm – Listening to rhymes such as “Round and Round the Garden”. Copying a beat tapped out on drum / body.</p> <p>Phase 2 – initial sounds and blending sounds. Writing – Making marks in a variety of media such as jelly, rice, flour, shaving foam, etc. Writing own name or short caption</p>
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Genre – Following Whole school Literacy Planning. (Band A/B) HIGHLIGHT	Choose from: Narrative: Funny bones, Titch, You choose, Let's make faces, All kinds of people, What makes me me? Titch, Making faces by Nick Butterworth, Non-Fiction: This is me fact file, Poetry: I am me https://www.youtube.com/watch?v=KZsEr1fhgWY Story sacks: Can't you sleep Little Bear, Big books: Sensory story boxes: Jason's Wish, Desmond Multimedia: Show me show me, Tiny tumble, I's a Little Princess I am a story https://www.youtube.com/watch?v=Xv8RVeatXz0	Choose from: Narrative: Little Bear goes to school, The day the crayons quit, Pip and Posy, The Journey, Zog, Are all welcome, All around the world, Little why, etc Non-fiction: My school – make a book, Mowbray School website, Poetry: Story sacks: The Train Ride, The Journey, Big books: Sensory story boxes: Grandma's Visit, Lost in London, The Fairground, Multimedia: Tee and Mo, Something special, Bedtime stories, Milkshake Monkey, Come Outside M world story https://www.youtube.com/watch?v=iRRSVSn_o18	Choose from: Narrative: Scaredy Squirrel, the Hungry Caterpillar, the Bad tempered Ladybird, Super worm Non-fiction: bugs, minibeasts – search key words, look in school library Poetry: Incy Wincey Spider, Insect soup, Story sacks: Owl Babies, The Bad Tempered Ladybird, Big books: Sensory story boxes: The Seed, If Only, Multimedia: The Hungry Caterpillar, Minibeast adventures, Ben and Holly, The Grouchy/bad tempered Ladybird, Caterpillar shoes - https://www.youtube.com/watch?v=tYa6OLQHRc	Choose from: Narrative: The Big Red Barn, The Giant Turnip, Maisie visit the farm, Moo Baa Cluck, On the Farm, Stanley the Farmer, etc. Non-fiction: Fact files – animals, plants, vegetables, fruits, recipes (sensory based) Who can you hear/see? Poetry: Story sacks: Old Macdonald, Farmer Duck, Big books: Sensory story boxes: The Seed, Multimedia: I can cook, Bloom's Nursery, Big Barn Farm, Down on the farm, Barefoot Books – A farmers life for me, Over in the meadow, the farmyard jamboree	Choose from: Narrative: The princess and the pea, The princess and the frog, Rapunzel, Where the Wild Things Are, etc. Non-fiction: link to topic story Poetry: Rhythm and rhyme songs Story sacks: Goldilocks and the 3 Bears, Big books: Sensory story boxes: Aladdin, Multimedia: Vast amount of resources available through Twinkl, YouTube, British Story Council, Bugscub, etc	Choose from: Narrative: Disney focus – Lion King, Sleeping Beauty, Sing, Giraffes Can't Dance, etc. Non-fiction: Wanted posters, Poetry: Rhythm and rhyme songs Story sacks: Spot's Birthday Party, Big books: Rumble in the Jungle, Sensory story boxes: Multimedia: ALL Barefoot Books, boogie babies, Vast amount of resources available through Twinkl, YouTube, British Story Council, Bugscub, etc

		Body parts song https://www.youtube.com/watch?v=QkHQ0CYwjal	Bug hunt - https://www.youtube.com/watch?v=7nL7On2gBkw			
Cognition and Learning Taken from Maths LTP	<p>Exploring Maths use of number, touching objects/resources specific to maths, number rhymes, movement, up/down, time</p> <p>Exploring Maths incl. colours, noises, lights, searching for objects in sand, holding objects and removing one etc</p> <p>Capacity</p> <p>Length</p> <p>Ideas: Number rhymes “One Elephant went out to Play”. Counting verbally forwards and backwards to 10. Counting toys, characters in the story or teddies at a Teddy Bears picnic and matching to numeral. Sorting Compare Bears according to size or colour. Number songs – five little speckled frogs, 5 little ducks, 10 in a bed, etc.</p> <p>Filling and emptying containers with water or objects. Emptying and then filling again! Back and forth interaction/reciprocal</p> <p>Making long and short worms using playdough and comparing length.</p> <p>Experience/use language of</p>	<p>Exploring Maths 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>Ideas: Number rhymes “One Elephant went out to Play”. Counting verbally forwards and backwards to 10. Counting toys, characters in the story or teddies at a Teddy Bears picnic and matching to numeral. Playing simple board games such as “Incy Wincy Spider”. Sorting Compare Bears according to size or colour.</p> <p>Positional language such as through, on, off or next to. Recognising, copying and creating pattern on clothes or toys.</p>	<p>Exploring Maths 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>Ideas: Number rhymes “One potato, 2 potato”. Counting verbally forwards and backwards to 10. Counting carriages or insects found in the soil and matching to a numeral. Ordinal number – 1st, 2nd or 3rd train in the line or snail racing – who came first? Making long and short worms using playdough and comparing length. Experience/use language of size “tall/taller/tallest”- measuring bean plants!</p> <p>Shape: Noticing and naming shapes, colours and pattern – eg making a repeat pattern from different flowers, leaves. Finding shapes in the natural world.</p>	<p>Exploring Maths 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>Ideas: Number rhymes such as “Five red apples” or “Five Little peas in a pea pod pressed “1 Potato, 2 Potato” Number –Counting backwards/forwards to 10. Counting carrots or potatoes-how many? Counting wellie boots (in pairs). One to one correspondence – matching a spade for each child to dig in the garden. Number counting songs: 5 current buns using money.</p> <p>Showing awareness of everyday routines through visual timetable, transition songs and Objects of Reference. Anticipating an</p>	<p>Exploring Maths 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>Ideas: Number rhymes “One potato, 2 potato”. Counting verbally forwards and backwards to 10. Counting carriages or insects found in the soil and matching to a numeral. Ordinal number – 1st, 2nd or 3rd train in the line or snail racing – who came first? Making long and short worms using playdough and comparing length. Experience/use language of size “tall/taller/tallest”- measuring bean plants!</p> <p>Shape: Noticing and naming shapes, colours and pattern – eg making a repeat pattern from different flowers, leaves. Finding shapes in the natural world.</p>	<p>Exploring Maths 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>Ideas: Number rhymes “One Elephant went out to Play”. Counting verbally forwards and backwards to 10. Counting toys, characters in the story or teddies at a Teddy Bears picnic and matching to numeral. Playing simple board games such as “Incy Wincy Spider”. Sorting Compare Bears according to size or colour.</p> <p>Positional language such as through, on, off or next to. Recognising, copying and creating pattern on clothes or toys.</p>

	size "tall/taller/tallest"- measuring everyday items within the classroom.			action which might happen "now" through familiar songs. Positional language such as through, on, off or next to		
Creative Art DT	<p>Exploration using senses. Using my body to be creative</p> <p>Exploring materials with whole bodies fur fabric, shiny foil or rough card. Using tools such as paint brushes and sponges to create collages or tactile pictures – use magical or shimmery colours.</p> <p>Self-portraits using a wide range of avenues - pictures/photos/symbols, paint, collage, sculpt,</p> <p>Painting with fingers, hands, feet, toes – what else?</p> <p>Use salt dough to make hand/footprints, play dough and people shapes</p> <p>Respond stimulus in my own way</p> <p>Explore and investigate portraits done by famous artists – Pablo Picasso, Gustav Klimt, Andy Warhol, Banksy, Parmigianino</p> <p>Ideas:</p>	<p>Exploration using senses. Using my body to be creative</p> <p>Art linked to theme using a wide range of avenues – pictures/photos/symbols, paint, collage, sculpt,</p> <p>Painting with fingers, hands, feet, toes – what else?</p> <p>Use salt dough to make sculptures, shapes</p> <p>Respond stimulus in my own way</p>  	<p>Exploration using senses. Using my body to be creative</p> <p>Sensory exploration: Tipping natural objects/materials over different parts of the body such as compost over feet, sand on arms.</p> <p>Art linked to theme using a wide range of avenues – pictures/photos/symbols, paint, collage, sculpt – linked to minibeasts: leaves, sticks, stones, twigs, bark, mud, sand, etc.</p> <p>Printing with natural objects.</p> <p>Understanding and using descriptive vocabulary such as "bumpy" and "soft".</p> <p>Making mini beasts and bugs using a wide range of materials.</p> <p>Ideas:</p>	<p>Exploration using senses. Using my body to be creative</p> <p>Sensory exploration: Tipping food over different parts of the body such as cornflakes over feet, baked beans on arms.</p> <p>Art linked to theme using a wide range of avenues – pictures/photos/symbols, paint, collage, sculpt - farm animals, vegetables, fruit, plants, farm machinery, farm buildings, bodies of water, etc.</p> <p>Printing with food such as potatoes and carrots 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 buy bread/ making a cup of tea.</p> <p>Ideas:</p>	<p>Exploration using senses. Using my body to be creative</p> <p>Sensory exploration using a wide range of sensory materials inked to topic theme/story e.g Goldilocks and the 3 bears – porridge activities and art.</p> <p>Art linked to theme using a wide range of avenues – pictures/photos/symbols, paint, collage, sculpt linked to topic/story - characters, environments, buildings, props, key vocabulary, etc.</p> <p>Ideas:</p> <p>Jack and the beanstalk</p>  <p>Story stones</p>	<p>Exploration using senses. Using my body to be creative</p> <p>Sensory exploration using a wide range of sensory materials inked to topic theme/story</p> <p>Art linked to theme using a wide range of avenues – pictures/photos/symbols, paint, collage, sculpt linked to topic/story - characters, environments, buildings, props, key vocabulary, etc.</p> <p>Ideas:</p>  <p>crafts inspired by Disney</p>



photos



Picasso



Natural materials

More ideas:

[https://www.pinterest.co.uk/search/pins/?q=all%20about%20me%20art%20evfs&rs=typed&term_meta\[\]=all%7Ctyped&term_meta\[\]=about%7Ctyped&term_meta\[\]=me%7Ctyped&term_meta\[\]=art%7Ctyped&term_meta\[\]=eyfs%7Ctyped](https://www.pinterest.co.uk/search/pins/?q=all%20about%20me%20art%20evfs&rs=typed&term_meta[]=all%7Ctyped&term_meta[]=about%7Ctyped&term_meta[]=me%7Ctyped&term_meta[]=art%7Ctyped&term_meta[]=eyfs%7Ctyped)



More ideas:

https://www.google.com/search?q=body+parts+art+and+craft+for+preschool&source=lnms&tbm=isch&sa=X&ved=0ahUKewi4yNX85lKAhVLVsAKHdwUDL8Q_AUIESgB&biw=1366&bih=625



stones



Hand prints



More ideas:

https://www.google.com/search?q=mini+beast+crafts&source=lnms&tbm=isch&sa=X&ved=0ahUKEwihnpWikLkAhUfQxUIHSdTDREQ_AUIESgB&biw=1366&bih=625#imgrc=



sassydealz.com



www.hellokids.com



more ideas:

https://www.google.com/search?q=farm+craft+ideas&source=lnms&tbm=isch&sa=X&ved=0ahUKEWjCiuTyjYfkAhVqSxUIHbiLCicQ_AUIESgB&biw=1366&bih=625



Story Stones for Kids

More ideas:

https://www.google.com/search?biw=1366&bih=625&tbm=isch&sa=1&ei=3HtWXZvmE87eauCyn9AC&q=fairytale+craft+ideas&oq=fairytale+craft+ideas&gs_l=img.3..0.54712.57886..58159..0.0..0.197.885.9j1.....0....1..gws-wiz-img.....0i7i30j0i7i5i30.K7uxTSFvnF4&ved=0ahUKEwibxNqbjofkhttps://www.google.com/search?biw=1366&bih=625&tbm=isch&sa=1&ei=F3xWXYLcIcyaa-mEvZgP&q=disney+craft+ideas&oq=disney+craft+ideas&gs_l=img.3..0l5j0i7i30.24505.25453..2612...0.0..0.138.589.6j1.....0....1..gws-wiz-img.....0i7i5i30.C2YXcauCSkl&ved=0ahUKEWjCm3jofkAhVMzRoKHWICD_MQ4dUDCAY&uact=5A



More ideas:

https://www.google.com/search?biw=1366&bih=625&tbm=isch&sa=1&ei=F3xWXYLcIcyaa-mEvZgP&q=disney+craft+ideas&gs_l=img.3..0l5j0i7i30.24505.25453..2612...0.0..0.138.589.6j1.....0....1..gws-wiz-img.....0i7i5i30.C2YXcauCSkl&ved=0ahUKEWjCm3jofkAhVMzRoKHWICD_MQ4dUDCAY&uact=5

					hVOrxoKHWDZByoQ4dU DCAY&uact=5	
Music for communication:	<p>Charanga – Anyone can PLAY scheme of work. Units 1-24.</p> <p>Songs linked to topic: heads shoulders knees and toes, put your finger on your...them bones them bones, one finger one thumb, I've got a body, this is me, good to be me,</p> <p>Creating music and dance-responding to music such as "this is me". Making own sounds using simple instruments or Soundbeam</p>	<p>Charanga – Anyone can PLAY scheme of work. Units 1-24.</p> <p>Songs linked to topic: Tommy thumb, If your happy and you know it, 10 fingers 10 toes keep moving, 1 2 buckle my shoe, ,</p> <p>Creating music and dance – responding to familiar rhymes and songs with whole bodies. Using Resonance Board or Giant Drum to lie on</p>	<p>Charanga – Anyone can PLAY scheme of work. Units 1-24.</p> <p>Songs linked to topic: Incy wincey spider, If I were a bee, ants ants ants, ladybug ladybug, flutter flutter butterfly, five little lady bugs, there is a worm at the bottom of the garden, etc.</p> <p>Creating music and dance – responding to familiar rhymes and songs with whole bodies linked to minibests</p>	<p>Charanga – Anyone can PLAY scheme of work. Units 1-24.</p> <p>Songs linked to topic: Old Macdonald, 5 little ducks, Hey Diddle Diddle, The farmers in his den, Baa baa black sheep, Little red hen, Mrs Brown went to town, etc.</p> <p>Creating music and dance – responding to familiar rhymes and songs with whole bodies linked to the farm</p>	<p>Charanga – Anyone can PLAY scheme of work. Units 1-24.</p> <p>Songs linked to topic: Goldilocks went to the house of the bears, Who's afraid of the big bad wolf, The three little pigs, etc.</p> <p>Creating music and dance – responding to familiar rhymes and songs with whole bodies linked to the farm</p>	<p>Charanga – Anyone can PLAY scheme of work. Units 1-24.</p> <p>Songs linked to topic: This is me, whole new world, Beauty and the beast, Rumble in the jungle, etc.</p> <p>Creating music and dance – responding to familiar rhymes and songs with whole bodies linked to the farm</p>
<p>Physical and Personal Development.</p> <p>(Inc Sensory)</p>	<p>PE – REAL PE Scheme: Personal</p> <p>Jabadao</p> <p>Swing Room (sensory circuits)</p> <p>Disability Bikes:</p> <p>TACPAC: accepting, responding and taking part in communication through touch sessions</p> <p>Rebound Therapy: grade 1 and progressing onto grade 2 (where/when appropriate)</p>	<p>PE – REAL PE Scheme: Social</p> <p>Jabadao</p> <p>Swing Room (sensory circuits)</p> <p>Disability Bikes:</p> <p>TACPAC: accepting, responding and taking part in communication through touch sessions</p> <p>Individual programmes following guidance given by OT and/or physio</p>	<p>PE - REAL PE Scheme: Cognitive</p> <p>Jabadao</p> <p>Swing Room (sensory circuits)</p> <p>Disability Bikes:</p> <p>TACPAC: accepting, responding and taking part in communication through touch sessions</p> <p>Individual programmes following guidance given by OT and/or physio</p>	<p>PE - REAL PE Scheme: Creative</p> <p>Jabadao</p> <p>Swing Room (sensory circuits)</p> <p>Disability Bikes:</p> <p>TACPAC: accepting, responding and taking part in communication through touch sessions</p> <p>Individual programmes following guidance given by OT and/or physio</p>	<p>PE - REAL PE Scheme: Physical</p> <p>Jabadao</p> <p>Swing Room (sensory circuits)</p> <p>Disability Bikes:</p> <p>TACPAC: accepting, responding and taking part in communication through touch sessions</p> <p>Individual programmes following guidance given by OT and/or physio</p>	<p>PE - REAL PE Scheme: Heath and Fitness</p> <p>Jabadao</p> <p>Swing Room (sensory circuits)</p> <p>Disability Bikes:</p> <p>TACPAC: accepting, responding and taking part in communication through touch sessions</p> <p>Individual programmes following guidance given by OT and/or physio</p>

	<p>Shared Play: shared play with my peers/classmates, widen friendship circle by spending time with other class groups including a range of members of staff</p> <p>Fine Motor: weekly sessions see AFL</p> <p>Swimming:</p>	<p>Rebound Therapy: grade 1 and progressing onto grade 2 (where/when appropriate)</p> <p>Shared Play: shared play with my peers/classmates, widen friendship circle by spending time with other class groups including a range of members of staff</p> <p>Fine Motor: weekly sessions see AFL</p> <p>Swimming:</p>	<p>Rebound Therapy: grade 1 and progressing onto grade 2 (where/when appropriate)</p> <p>Shared Play: shared play with my peers/classmates, widen friendship circle by spending time with other class groups including a range of members of staff</p> <p>Fine Motor: weekly sessions see AFL</p> <p>Swimming:</p>	<p>Rebound Therapy: grade 1 and progressing onto grade 2 (where/when appropriate)</p> <p>Shared Play: shared play with my peers/classmates, widen friendship circle by spending time with other class groups including a range of members of staff</p> <p>Fine Motor: weekly sessions see AFL</p> <p>Swimming:</p>	<p>Rebound Therapy: grade 1 and progressing onto grade 2 (where/when appropriate)</p> <p>Shared Play: shared play with my peers/classmates, widen friendship circle by spending time with other class groups including a range of members of staff</p> <p>Fine Motor: weekly sessions see AFL</p> <p>Swimming:</p>	<p>Rebound Therapy: grade 1 and progressing onto grade 2 (where/when appropriate)</p> <p>Shared Play: shared play with my peers/classmates, widen friendship circle by spending time with other class groups including a range of members of staff</p> <p>Fine Motor: weekly sessions see AFL</p> <p>Swimming:</p>
<p>Skills for Life (PfA)</p> <p>Linked throughout curriculum:</p> <p>Out and about</p> <p>Community awareness</p> <p>Physical wellness</p> <p>Communication skills</p> <p>Numeracy skills</p> <p>Thinking skills</p> <p>People skills</p> <p>Skills for life taught throughout the curriculum promote: Independent Living; Good Health, Friends and Relationships; and</p>	<p>Personal: My body</p> <p>Myself – body parts feel, move and experience. Use mirrors and reflections to observe self and how I can move.</p> <p>Exploration using senses: Responding to my sensory needs. Hiding hands, feet or heads under dark blankets and large cloths. Try transparent thin material such as voile. Taking part in social games such as “Peekabo” Interact with adult or peer to play a game (e.g riding on a train or “whooshing” on a parachute through a tunnel Expressing likes / dislikes and communicating choices – choosing light toys or snacks (Hula Hoops for</p>	<p>Social: The world around me</p> <p>Self Help: Snacktime</p> <p>Dressing/undressing</p> <p>Washing hands</p> <p>mealtimes</p> <p>toileting</p> <p>My school</p> <p>Inside: my classroom, sensory room, swing room, calm room, office. Explore and visit places in and around school to become familiar with environment.</p> <p>Outside: nature reserve, farm, grounds, garden, play equipment, quad, small yard. Explore and visits</p>	<p>Cognition</p> <p>Self Help: Snacktime</p> <p>Dressing/undressing</p> <p>Washing hands</p> <p>mealtimes</p> <p>toileting</p> <p>Being close to a favourite adult. Looking at faces, giving eye contact, copying facial expressions or looking at what an adult is looking at</p> <p>Responding to or initiating an interaction with an adult such as swinging in a blanket.</p> <p>Showing awareness of the activities of other children or supported paired drama games</p>	<p>Creative</p> <p>Self Help: Snacktime</p> <p>Dressing/undressing</p> <p>Washing hands</p> <p>mealtimes</p> <p>toileting</p> <p>Practise self-help skills – dressing and undressing through putting on and taking off cooking aprons.</p> <p>Being close to a favourite adult. Looking at faces, giving eye contact, copying facial expressions or looking at what an adult is looking at</p> <p>Responding to or initiating an interaction</p>	<p>Physical</p> <p>Self Help: Snacktime</p> <p>Dressing/undressing</p> <p>Washing hands</p> <p>mealtimes</p> <p>toileting</p> <p>Being close to a favourite adult. Looking at faces, giving eye contact, copying facial expressions or looking at what an adult is looking at</p> <p>Responding to or initiating an interaction with an adult such as swinging in a blanket.</p> <p>Showing awareness of the activities of other children or supported paired drama games</p>	<p>Health and Fitness</p> <p>Self Help: Snacktime</p> <p>Dressing/undressing</p> <p>Washing hands</p> <p>Mealtimes</p> <p>toileting</p> <p>Exploration using senses: Responding to my sensory needs. Hiding hands, feet or heads under dark blankets and large cloths. Try transparent thin material such as voile. Taking part in social games such as “Peekabo” Interact with adult or peer to play a game (e.g riding on a train or “whooshing” on a parachute through a tunnel Expressing likes / dislikes</p>

<p>My place in Society and Employment.</p>	<p>“holes”) using PECS, gestures, vocalisations or eye pointing.</p> <p>Develop sense of what I need, how I feel, how to respond to my own needs.</p> <p>Self-help: make myself heard, meal times, snack time, toilet time,</p> <p>Dressing and undressing skills</p> <p>Getting my needs met – self regulation</p> <p>Greeting people in my own way. Being close to a favourite adult. Respond to scent of familiar staff member or parent.</p> <p>Caring for myself Personal hygiene: washing hands, showering, bathing, hair care, appropriate clothing, what when and how I eat, brushing my teeth</p> <p>Attending personal care/medical appointments – doctors, hairdresser, dentist, opticians – explore, experience, familiarise myself (role play if/when appropriate)</p> <p>Making choices through words, facial expressions, vocalisations, objects or symbols such as choosing</p>	<p>different parts of the school and the local community.</p> <p>My classmates</p> <p>Names, common interests, working together, sharing</p> <p>My staff</p> <p>Names, working together, supporting me, responding to my needs, helping me to become more independent,</p> <p>Routines</p> <p>Visual timetable, individual timetable,</p> <p>Home:</p> <p>My family, where I live/location, places I visit, what do I do at home, everyday routines</p> <p>Being close to a favourite adult. Respond to scent or voice of familiar staff member or parent. Turning head to sound of voice (REACH).</p> <p>Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions REACH).</p> <p>Interact with adult or peer to play a game (eg simple board game or chasing</p>	<p>such as “Alan is in the garden”.</p> <p>Initiating interaction with another child using a gesture, word or symbol. For example, offering a cup for another child to “drink”.</p> <p>Making choices through eye gaze, words, facial 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</p>	<p>with an adult such as swinging in a blanket.</p> <p>Showing awareness of the activities of other children or supported paired drama games such as “Alan is in the garden”.</p> <p>Initiating interaction with another child using a gesture, word or symbol. For example, offering a cup for another child to “drink”.</p> <p>Making choices through eye gaze, words, facial 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 . 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Asking for help from an adult with symbols, vocalisations or</p>	<p>and communicating choices – choosing light toys or snacks (Hula Hoops for “holes”) using PECS, gestures, vocalisations or eye pointing.</p> <p>Develop sense of what I need, how I feel, how to respond to my own needs.</p> <p>Self-help: make myself heard, meal times, snack time, toilet time,</p> <p>Dressing and undressing skills</p> <p>Getting my needs met – self regulation</p> <p>Greeting people in my own way. Being close to a favourite adult. Respond to scent of familiar staff member or parent.</p> <p>Caring for myself Personal hygiene: washing hands, showering, bathing, hair care, appropriate clothing, what when and how I eat, brushing my teeth</p> <p>Attending personal care/medical appointments – doctors, hairdresser, dentist, opticians – explore, experience, familiarise myself (role play if/when appropriate)</p>
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	<p>an item of clothing for an “expedition”. Requesting “more” or “no more” of a stimuli</p> <p>Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions REACh).</p> <p>Interact with adult or peer to play a game (eg simple board game or chasing game running away from the “wolf”).</p> <p>Expressing likes / dislikes and communicating “more” or “no more” (RFL).</p> <p>Responding to boundaries of behaviour.</p>	<p>game running away from the “wolf”).</p> <p>Expressing likes / dislikes and communicating “more” or “no more” (RFL).</p> <p>Responding to boundaries of behaviour.</p>	<p>words (sabotage a task so that help is a necessity!)</p> <p>Expressing likes / dislikes and communicating “more” or “no more” (RFL).</p> <p>Responding to boundaries of behaviour.</p>	<p>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>Expressing likes / dislikes and communicating “more” or “no more” (RFL).</p> <p>Responding to boundaries of behaviour.</p>	<p>words (sabotage a task so that help is a necessity!)</p> <p>Expressing likes / dislikes and communicating “more” or “no more” (RFL).</p> <p>Responding to boundaries of behaviour.</p>	<p>Making choices through words, facial expressions, vocalisations, objects or symbols such as choosing an item of clothing for an “expedition”. Requesting “more” or “no more” of a stimuli</p> <p>Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions REACh).</p> <p>Expressing likes / dislikes and communicating “more” or “no more” (RFL).</p> <p>Responding to boundaries of behaviour.</p>
<p>MAPP</p>	<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.