



**Communication & Language:** To build on awareness of sounds through rhymes and songs by being aware of own sounds and actions using their body as percussion i.e. clapping, tapping legs. Engage in longer intensive interaction sessions with staff. To continue development of recognising expression and intonation through others' speech and interpret facial expressions. Continue to use a range of communication methods. Explore books; physically handling them as well as listen to stories using sensory items linked to Talk for Writing books 'Night Monkey, Day Monkey' & 'An Extraordinary Gardener'.

**English – Language & Communication:** Build on RWInc phonics to read words & phrases including tricky words to support reading short sentences out loud. Develop accurate letter formation, sizing and placement. Anticipate events in Talk for Writing books 'Night Monkey, Day Monkey' & 'An Extraordinary Gardener' as well as verbally identify rhyming words. Build on writing skills; letter formation, size and spacing between words to scribe their written sentences based on who, what, where, when, why of T4W image.

### Thematic Learning – Shining Lights

**My World & My Community:** Explore a range of electrical and non electrical items that give us a sensory feedback (light/sound/vibration etc.) How can we make them work – power button/plugged into socket/socket on. Explore a range on/off electrical equipment. Take part in British Science Week.

**Understanding My World & My Community:** Begin to identify what is electricity and what does it help us do in our everyday lives. What pieces of equipment need plugged in to make them work. How can we keep safe when using electricity? Build a basic circuit to make a light work. Take part in British Science Week.

### Religious Education & Celebration Days: (SMSCD / RSE)

Attend weekly assemblies (class or whole school in hall) and take part in themed celebration days. Build on making choices and best way to communicate preferred choice, tolerate the choices of others as well as building on turn taking & waiting skills. Develop keeping self safe in a range of situations as well as building on the right to say 'No' when not wanting to something to happen. Develop our response to having to share with someone and what we would need to 'give up' in order to share; how to show respect to one another, giving a reason for our choices. Build on keeping ourselves safe when online and when making choices. What did we sacrifice so the other person could be included and feel good? What do people sacrifice for us? Listen to stories of Jesus and identify the sacrifices that he gave.

### Additional

Swimming is on a rota basis. Please send in kit to be kept in school as additional opportunities to access the pool may occur. We will continue to access outdoor play & learning; please send in wellies, spare clothing and/or waterproof clothing. Soft play, light room, tyre park and educational visits occur on a timetabled basis.

**Thinking & Problem Solving:** Explore a range of number themed objects, holding more than one in hand. Begin to show a response to one/few/many. Direct attention to number rhymes and songs and show an understanding for 'more' of a physical object. Match object to object & object to picture

**Thinking, Problem Solving & Finance:** Extend number knowledge by counting forwards & backwards to 100. Use a number line to support number development of counting in groups (2/5/20). Identify 1 more/less from along with identifying numeral written numbers to 100. Build on solving 1 step problems that involve multiplication & division using objects and pictures to support. Use ordinal numbers to identify an item in its position and record the information. Develop language to describe the weight of items (heavy/light/heaviest/lightest) as well as describing liquid amounts i.e. more than/less than and measure the liquid in a container - full/empty/half full or empty

**Myself & My Body:** To build on self help skills i.e. shoes on/off and begin to pull own zip up/down. Have an awareness of making a choice and being supported to make it. Develop asking for 'help' to reduce frustration and build on knowledge of right & wrong. Accessing sensory circuits through the day, to support regulation

**Personal, Social & Emotional Development:** Build on awareness of being responsible for their behaviour & actions and how does that affect other people? Who can help or hinder us making a choice. How can we keep being safe when we use the internet? Who can we ask for help or if we are worried?

**My Creativity:** Build on fine motor skills and isolating fingers. Explore colours through a range of materials Create loud & quiet noises on a range of instruments. Plays a solo role having chosen an instrument from a selection.

**Creative Development:** Continue to build on art & DT skills using a range of materials, using smaller material to build on fine motor skills.. Experiment with a range of sounds to create loud & quiet performances both as a group and as a solo. Follow cues from 'conductor' to stop/start loud/quiet. Investigate instruments and play with an awareness of their peer group.

**Learning through My Play:** Walk both forwards and backwards demonstrating control and balance with a smooth movement. Reach across own body with opposite arm to reach a desired item. Touch opposite hand/knee. Build on special awareness and continue to access appropriate sensory diet input, specific to each individual.

**Physical Development & Healthy Lifestyles:** Maintain balance walking forwards & backwards, along a range of equipment with reduced 'wobble' and increased fluidity. Use body posture to develop skill of balance. Increase hip joint range to lift knees higher. Build on water safety and swimming skills, both on the front and back.