



Thematic Learning:

Our ‘Where in the World Do I Live?’ topic will explore the children’s understanding of their place in the world.

This unit will incorporate aspects of My History and My Geography, including learning about different types of houses and buildings in our local area. We will also explore transport and local facilities, helping the children become more familiar with the community around them.

Throughout the term, we will take part in community visits to discover our local area first hand. These visits will include exploring local shops, emergency services, and other important places in the community. This will help the children build real world understanding, confidence, and communication skills in different environments.

Thinking & Problem Solving:

This area of learning will underpin the children’s early maths skills, which will be explored through practical, engaging games and activities. Alongside developing knowledge of number, shape, space, and measure, the children will also build important wider skills such as anticipation, waiting, turn-taking, and memory, all of which are key for solving everyday problems.

Each maths session will begin with a song linked to that session’s learning focus, helping the children engage, anticipate the routine, and make connections with the concept being taught. This will be followed by a group activity, with the focus varying each session. The children will then have opportunities to continue practising these skills either at their workstation or within the wider classroom provision.

Myself & My Body:

Through P.E. we will develop our gross motor skills, including coordination, balance, spatial awareness, and whole-body control. We will engage in daily sensory circuits, focusing on activities that help keep our bodies regulated and ready to learn. These activities are split into three key areas: alerting, organising, and calming exercises.



Communication & Language:

During the Summer Term, we will be focusing on understanding what we like and how we can communicate this to others. Our key stories will be “Peace at Last” and “Lila and the Secret of Rain.” We will continue using RWI Phonics to explore letter sounds and support the children’s early reading skills. Through 1:1 activities, we will increase opportunities for eye contact, shared attention, and the use of gestures to help children express their wants and needs. We use total communication, including communication boards, Makaton, and verbal language, to support the development of each child’s communication and language skills. We will also be using Colourful Semantics to begin building and writing simple sentences, developing the children’s understanding of who, doing, what, and where questions. To further develop communication, we will use Intensive Interaction to support children in initiating and sustaining interactions with familiar adults.

Learning through My Play:

Children learn in many different ways, but they make the greatest progress when they are happy, motivated, and fully engaged—which often happens when they have chosen the activity themselves.

To support social development, the children will take part in a variety of turn-taking games and activities designed to build their sharing and cooperative play skills. We also make regular use of Bucket Therapy in Squirrels Class to support attention, shared attention, waiting, and turn-taking. The structure of Stage 3 in particular encourages children to watch, anticipate, and participate in group moments.

We are fortunate to have access to a wide range of environments across the school that enrich learning and development in all areas. Each week, we aim to visit:

- Soft Play
- Light Room
- School Hall
- Tyre Park
- Forest School
- Swimming sessions
- Bus trips into the local community

