My thinking;

Basic ICT skills.

**I have a range of ICT skills and can confidently operate a device independently**

Controls a switch

Uses an interactive ict (iPad and IWB)

Can do basic programming

Explores laptops / pc

Uses basic computer programmes with increasing independence e.g. go talk, clicker 7, art apps.

Develops typing skills

Know how to use the computer and internet safely.

Use the computer to record their work.

Can Use ICT to play, watch and record and solve problems.

Time:

Show understanding of first / then

Anticipate events at certain times of the day

Recognise day/ night, morning/ afternoon

Ordering events on a timeline

Explore the passing of time e.g. 1 min.

Has some understanding of days of the week/months of the year.

Read a clock to the hour

Read a clock to ½, ¼ hour.

Read a clock in 5 minute intervals

Read a digital clock

Has an understanding of time and confidently applies this through the day.

Basic number and maths skills

**I have a basic understanding of the conventions of number and can add and subtract some numbers. I can apply some of these skills to money and measure.**

Number:

Participates in number activities

Sorting and grouping

Uses numbers in play

Counts accurately

Recognises numerals

Writes numerals

Shows understanding of 1:1 correspondence

Counts forwards and backwards

Matches numerals to amounts

Sequences numerals

Identifies missing numbers on a number line.

Adds 1 more

Adds two numbers together

Subtracts one

Subtracts more than 1

Explores division (sharing) and multiplication

Understands mathematical vocabulary

Names and uses mathematical vocabulary

My communication suggested key texts:

Oliver Twist – Ladybird Children’s Classics

Paddington Pop up London

The Dinosaur that Lost his Roar

The Journey – Francesca Sanna

**Autumn Term – Travel Through Time**

Different time periods:

Romans, Greeks, Vikings, Victorians, Egyptians, wild west, future

Dinosaurs/ pre historic

My play

Developing my creativity.

**I have a range of imaginative and creative play skills, that are displayed in a range of settings**

Playing with objects in a repetitive manner

Independently creating play and games during solitary play

Using imagination during shared play

Seeking activities they enjoy.

Exploring a variety of different play and/or resources.

Exploring musical instruments and different ways of making sounds.

Using my imagination in drawing and composing.

Participating in role play activities.

Uses their imagination to inform their play and creativity.

Initiates an imaginative game and invites others to join

My Independence

Travelling skills

**I am confident to travel around familiar areas like school, home etc, independently. I am able to travel safely in different modes of transport and in less familiar environments with adult support.**

Travels independently around the classroom

Travels independently around familiar areas of school

Explores unfamiliar setting with support

Explores unfamiliar setting independently

Explores different ways of travelling walking, mini bus and public bus.

Explores safety awareness

Has an awareness of danger and acts accordingly

Identifies where they need to go and how they will get there.

Confidently travels around familiar and unfamiliar environments.

My world:

Exploring time past present and future.

**I have an understanding of time and the sequence of events, including a basic understanding of key events in history and the present day.**

Understands processes including when things have finished

Has an understanding of order, for example a timetable.

Has an understanding of past and future and events that have or are going to take place.

Experiences life in a range of different time periods including significant events

Identifies how life was the same / different in the past and present.

Able to express an understanding of the passage of time, including changes in history.

My body and well being

Developing physical control of my body

**I can use gross and fine motor skills appropriately and safely**

Exploring different senses

Understanding of movement in different body parts

Moving different body parts.

Developing gross motor skills: Running, running, jumping, swimming, walking down stairs etc.

Sequencing two or more movements together.

Developing more complex gross motor skills such as balancing, throwing and catching, and dancing.

Developing fine motor skills.

Having a dominant hand

Completing two-handed activities.

Able to manipulate a full range of fine motor resources such as buttons, zips, scissors, sequins, etc.

To be able to use fine and gross motor skills effectively, appropriately and safely

My Independence

Developing independence within all other areas of learning.

**When completing learning activities appropriate for my ability, I will be able to focus and attend to these independently for the duration of the task.**

adult dependence

adult support (physical help and verbal)

adult direction (verbal)

independent

Remain focused on learning activity for increasing amounts of time.

Can follow key word instructions

Can follow multi step instructions

Complete learning activities independently

Develops growth mind-set and resilience that they can achieve.

Celebrates achievements

Is independent in all areas of learning.

**My communication:**

Speaking, listening and conversational skills

**I can have a conversation with a variety of people that moves back and forth. This includes the use of AAC.**

Initiates communication in any form, including eye contact and gesture

Communicates a want of significant things or people with gesture or noise.

Communicates single words functionally a basic want or need using speech or AAC; for example PECS or Makaton

Communicates by using more than one word, symbol or gesture. Developing sentences using speech or AAC

Communicates with a wide range of people including, family, adults, friends and when in the community.

Able to have a conversation that goes back and forth.

Able to follow social communication norms e.g. look at the speaker, nod, make comments

Reading

**I can read some basic sentences and have an**

**understanding of what I am reading or what is beingread to me**

Enjoys looking at books and other printed material with familiar people

Has an understanding that pictures/symbols/Writing carry meaning.

Recognises and uses symbols or writing as part of communication

Has favourite books and rhymes

Interacts with a story in a book

Has an understanding of the events in a story

Understands that text in a story relates to the spoken words

Can demonstrate an understanding of a story by answering questions based on a text that has been read to them

Can read letters and sounds

Can read words with symbols

Can read whole words

Can read sentences with symbols

Reads sentences

Reads and understands basic sentences.

Can demonstrate an understanding of their own reading by answering questions based on a text they have read themselves

Writing

**I have an understanding of the basic conventions of writing, I am beginning to write words and sentences**

Chooses to write

Makes marks (on a range of media e.g. paper, shaving foam play, sand)

Holds a pen/ pencil using a pincer grip.

Has a dominant hand

Draws circles and lines and other shapes

Draws letter shapes with support eg tracing or copying.

Makes attempts at writing

Writes graphemes accurately.

Write whole words accurately using word recognition or phonic knowledge

Groups words together to create a simple sentence, including using colourful semantics

Uses capital letters and full stops accurately.

Writes in more complex sentences accurately

Writes a paragraph

**Spring Term – My Imagination**

Toys

Magic – witches and wizards

dragons

Monsters and scary stories

Circus / drama

My communication suggested key texts:

There is a Dragon/Monster in my Book – Tom Fletcher

How to train your dragon

Willie the Dreamer – Antony Brown

Frankenstein – Ladybird Classics

Room on the Broom – Julia Donaldson

My thinking;

Problem solving

**I am able to apply a range of strategies to solve both practical and numerical problems relative to my level of need.**

Understand that things are not permanent and may go and come back later.

To gain access to an object by asking or looking for it.

Solve basic problems by observing and copying.

Build resilience trying different strategies to solve a problem.

Apply a new strategy if the first one does not work

Solve a problem independently

Solve a problem as a team

Can use a range of problem solving techniques in different scenarios.

Shape:

Explores different shapes

Matches 2d and 3d shapes

Names 2d and 3D shapes

Uses maths vocabulary in play

Finds 2D and 3D shapes in the environment

Recognises the properties of shapes

Has a concrete knowledge of 2D and 3D shapes, including their names.

Using and applying:

Uses mathematical vocabulary in play

Recognises colours

Creates a pattern

Uses math skills to solve problems

Basic number and maths skills

**I have a basic understanding of the conventions of number and can add and subtract some numbers. I can apply some of these skills to money and measure.**

Number:

Participates in number activities

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Uses capital letters and full stops accurately.

Writes in more complex sentences accurately

Writes a paragraph

My world:

Exploring places locally and across the world.

**I know that the world is bigger than my direct environment. I am able to communicate about these places in some detail.**

Has understanding of places away from the immediate environment

Has understanding of places other than familiar environments

Can communicate about other experiences outside their immediate or familiar environment.

Experiences a range of different cultures and religions, through celebrations, stories objects and food.

To demonstrate an awareness of the wider world, including the seasons, countries, cultures and environments.

My Independence

Food

**I can eat mostly independently and have an understanding of food preparation**

Explores and plays with food

Takes part in the process of preparing food

Joins in with cooking activities

Cooks or prepares food going through a process.

Can independently follow instructions to create a very simple dish.

My body and well being

Developing an understanding of my emotions.

**I have some understanding of my emotions and can regulate my own emotions most of the time**

 Show emotional responses to stimulus / events

Communicates a need for help when feeling different.

Able to self-regulate using calming activities

Identify significant feelings and emotions in others or pictures

Identify significant feelings in myself

Show empathy; e.g. attempt to comfort someone who looks upset.

Describe what has happened to make them feel different emotions

Describe why they think someone might feel a certain way.

Accept support to regulate emotions

Develop skills to self-regulate emotions.

To recognise emotions and understand and use effective strategies to manage these.

My play

Developing play skills

**When playing, I understand the conventions of familiar games and abide by these most of the time**

Choosing something to play with.

Moving from one solitary activity to another.

Playing alongside, but not with someone.

Copying another child’s actions and play

Participating in an adult led activity / game

Participating in an adult led activity/ game with a peer or group

Inviting an adult to play

Inviting a peer to play

Being the leader in an activity

Accepting others joining in their play

Independently playing in a group.

Understands the conventions of play and how to apply them effectively

**Music:**

Exploring musical instruments and different ways of making sounds.

Uses musical instruments in a purposeful manner

Copies a beat or rhythm

Creates their own rhythm or melody

Performs to others

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Developing independence within all other areas of learning.

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adult support (physical help and verbal)

adult direction (verbal)

independent

Remain focused on learning activity for increasing amounts of time.

Can follow key word instructions

Can follow multi step instructions

Complete learning activities independently

Develops growth mind-set and resilience that they can achieve.

Celebrates achievements

Is independent in all areas of learning.

My communication key texts:

The things I love about trees – Chris Butterworth

Mrs Vickers Knickers – Kara Lebihan

The weather girls – Aki

Window -

**Summer Term – Environment**

Weather

Seasons

recycling

Volcanoes

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My Independence

Personal care skills

**I am able to complete my own basic personal care independently**

Take off and put on a range of different clothing items e.g. PE kit, school uniform, swimming kit, shoes.

Follows basic personal care routines. E.g. getting a plate for snack, making a drink, getting ready for school in the morning, organising their belongings on arrival in class.

Has an understanding of toileting but is not independent.

Completes toilet routine independently

Developing independence within all other areas of learning.

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independent

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Celebrates achievements

Is independent in all areas of learning.

My body and well being

Understanding how our bodies grow and change

**I have some understanding of the changes mine or other peoples bodies go through and am able to communicate these.**

Identify different body parts

Understand the difference between female and male

Explore and understand human life cycles.

Observe and measure our bodies changing e.g. height, shoe size, weight.

Identify how our bodies change as we get older, including S&R.

To identify stages of life cycles and understanding the changes that happen within them.

Developing healthy lifestyles

**I make active choices around food and exercise. I have some awareness that being healthy is a choice and make some decisions around food and activity based on this.**

**Food and drink:**

Eat food when it is given to them.

Recognise not everything is edible.

Develop preferences for food

Explore a wide range of foods including food from different cultures

Communicates what they like or dislike about food.

Making choices about what they want to eat.

Have an awareness of healthy and unhealthy food

Make healthy choices when eating.

**Exercise:**

Experience exercise naturally through play

Participate in adult led exercise activities.

Show understanding exercise is healthy

Understands the importance of being healthy and how to apply this.

My play

Developing relationships with others.

**I have a range of positive relationships with adults and peers and am able to adapt to differences within these**

Noticing others around them

Attempts to initiate interactions with others

Functionally communicating a choice of or inviting someone to play with/communicate with.

Interacting positively with peers.

Leading in play directing other people

Taking turns when playing with 1 or more people

Identify who is important to us. Friends, family, strangers

Engage in different types of positive relationships with adults and peers.

Understands how relationships differ and uses this understanding appropriately to interact with a variety of people

**Art:**

Explores a range of materials and tools

Explores colour e.g. mixes 2 colours together

Explores shape e.g. makes purposeful marks and patterns

Uses tools in a purposeful manner

Copies a modelled design

Creates own design

My thinking

Science skills of observation and enquiry.

**Has curiosity for scientific change. Asks questions and gathers evidence in a scientific manner.**

Show awareness of the world around them

Observe different materials and how they can be changed

Show curiosity about the world around them

Observe different forces and how they affect objects

Observe different animals, their habitats and life cycles.

Observe plants as they grow. Explore what they need to survive.

Gather resources needed

Find objects on request

Ask relevant and meaningful questions

Identify how to find the answers they are looking for.

Make predictions

Uses scientific vocabulary

Record results in a relevant and understandable manner

Measurement:

Exploring filling emptying / heavy and light

Using measurement implements and vocab in play e.g. rulers, scales.

Identify big/ small, heavy/ light, full/ empty

Order and compare biggest to smallest, heaviest to lightest etc.

Measure an object using non- standard units e.g. cubes, hands,

Measure an object using standard units e.g. cm, ml, g.

Can practically measure in a range of different scenarios.

Money:

Exchanges money/card for item in a shop

Sorts coins by colour / size

Names coins and notes.

Adds two coins together

Knowingly exchanges the correct money in

exchange for goods.

My world:

Exploring my world (home, school and the local community)

**I have an understanding of the significant elements of my environment. I am able to show a level of independence and contribute to the wider community in a positive way.**

Experiences a wide range of different settings and environments.

Has an understanding of their familiar environments as is able to access them.

Is able to explore unfamiliar environments

Is confident to access a wide range of familiar and unfamiliar environments.

Is able to articulate and communicate about significant environments

Able to be a functional member of society by engaging appropriately in the local community