Base Red Spring Term Long Term Overview:

*Continue developing skills established in Autumn 24.

*Continue individualised intervention in accordance with EHCP/SEN support targets

My Communication: **More engagements in communicative learning**	My thinking and problem solving: **Recognising that before working on an activity, I need…….**	My play and leisure: **Free Socio-dramatic Shared Play**	My independence: **To walk independently in school**	My independence: **Preparing oneself for a cooking activity**
To be aware of another person as a communication partner. To explore context appropriate responses to a communication partner. To share attention with an adult – social interaction games, sharing equipment, joint attention, floor time. To share attention with a peer – social interaction games, sharing equipment, joint attention, floor time To begin to use context appropriate responses to a communication partner. To demonstrate enjoyment in reciprocal communicative interaction.	To accurately identify and label every-day resources/equipment. To become familiar with where every-day resources/equipment belong e.g pencils, white board pens etc To become acquainted with the necessary resources and equipment needed for routine activities. To identify a missing piece of equipment in a routine activity e.g have a workbook ready and issue instruction to "Write the answer" but do not have a pencil. When prompted, to retrieve appropriate	To explore the concept of abstract play, building from point of reference previously studied e.g The Bear Hunt becomes The Monster Hunt To engage in 1-1 socio-dramatic play relating to a point of reference of their choice. To engage in 1-1 socio-dramatic play relating to a point of reference **not** of their choice. To engage in small group socio-dramatic play relating to a point of reference of their choice. To engage in small group socio-dramatic play relating to a point of reference **not** of their choice.	To wait at the door or allocated lining up area when preparing for transition. To travel through doorways and thresholds one at a time and without pushing. To walk independently for a set distance without pulling away whilst holding an adult's hand. To walk independently for a set distance without pulling away whilst touching an adult's arm or hand. To walk independently for a set distance without running away To stop walking when instructed by an adult.	To become familiar with different kitchen/cooking equipment. To become familiar with things we need to do before cooking and things we don't. To accurately identify and label different kitchen/cooking equipment. To accurately identify things we need to do before cooking and things we don't. To become familiar with what different kitchen/cooking equipment is needed for particular activities. With support, to complete necessary processes before

		Additional goals:	To transition around the school safely.	cooking e.g wiping surface area, washing hands.
	equipment needed for familiar activities e.g An adult says "Were going to do an English job, so you need your pencil" and the child will retrieve a pencil. To independently retrieve/return appropriate resources and equipment for routine activities e.g retrieving a pencil when an adult says "It's time for a handwriting job". **Additional goals:** To become familiar with classroom routines To actively participate in tidy-up time. Development of problem-solving skills	To turn-take		To independently complete necessary processes before cooking e.g washing hands. To be prepared for a cooking activity. **Additional goals:**

My Art:

To develop understanding of differing 2d and 3d shapes and forms when used in collage

To explore the properties of shapes

To understand what is meant by 2d	
To identify and label a selection of basic 2d shapes	
To begin to identify more complex 2d shapes.	
To explore similarities and differences between shapes	
To understand what is meant by 3d	
To identify and label a selection of basic 3d shapes	
To begin to identify more complex 3d shapes.	
To identify shapes as being 2d or 3 d	
To create a 2d collage	
To create a 3d collage	