

Base Red Spring Term Long Term Overview:

*Continue developing skills established in Autumn 25.

*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
<p>To be aware of another person as a communication partner.</p> <p>To explore context appropriate responses to a communication partner.</p> <p>To share attention with an adult – social interaction games, sharing equipment, joint attention, floor time.</p> <p>To share attention with a peer – social interaction games, sharing equipment, joint attention, floor time</p> <p>To begin to use context appropriate responses to a communication partner.</p> <p>To demonstrate enjoyment in reciprocal communicative interaction.</p>	<p>To accurately identify and label every-day resources/equipment.</p> <p>To become familiar with where every-day resources/equipment belong e.g pencils, white board pens etc</p> <p>To become acquainted with the necessary resources and equipment needed for routine activities.</p> <p>To identify a missing piece of equipment in a routine activity e.g have a workbook ready and issue instruction to “Write</p>	<p>To explore the concept of abstract play, building from point of reference previously studied e.g The Bear Hunt becomes The Monster Hunt</p> <p>To engage in 1-1 socio-dramatic play relating to a point of reference of their choice.</p> <p>To engage in 1-1 socio-dramatic play relating to a point of reference not of their choice.</p> <p>To engage in small group socio-dramatic play relating to a point of reference of their choice.</p> <p>To engage in small group socio-dramatic play relating</p>	<p>To wait at the door or allocated lining up area when preparing for transition.</p> <p>To travel through doorways and thresholds one at a time and without pushing.</p> <p>To walk independently for a set distance without pulling away whilst holding an adult’s hand.</p> <p>To walk independently for a set distance without pulling away whilst touching an adult’s arm or hand.</p> <p>To walk independently for a set distance without running away</p> <p>To stop walking when instructed by an adult.</p>	<p>To become familiar with different kitchen/cooking equipment.</p> <p>To become familiar with things we need to do before cooking and things we don’t.</p> <p>To accurately identify and label different kitchen/cooking equipment.</p> <p>To accurately identify things we need to do before cooking and things we don’t.</p> <p>To become familiar with what different kitchen/cooking equipment is needed for particular activities.</p>

	<p>the answer" but do not have a pencil.</p> <p>When prompted, to retrieve appropriate 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.</p> <p>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".</p> <p><u>Additional goals:</u></p> <p>To become familiar with classroom routines</p> <p>To actively participate in tidy-up time.</p> <p>Development of problem-solving skills</p>	<p>to a point of reference not of their choice.</p> <p><u>Additional goals:</u></p> <p>To turn-take</p>	<p>To transition around the school safely.</p>	<p>With support, to complete necessary processes before cooking e.g wiping surface area, washing hands.</p> <p>To independently complete necessary processes before cooking e.g washing hands.</p> <p>To be prepared for a cooking activity.</p> <p><u>Additional goals:</u></p>
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<p>The world about me: To know the life cycle</p>	<p>The world about me: To find out more about the jobs people do:</p>
<p>To explore the basic life stages in humans: baby, childhood, adulthood</p> <p>To explore the basic life stages in animals: baby and adult (e.g calf and cow, puppy and dog)</p> <p>To explore one specific animal's life cycle</p> <p>To accurately outline one specific animal's life cycle (Link to English text <i>The very hungry caterpillar</i> e.g eggs, caterpillar, chrysalis, butterfly)</p>	<p>To explore different peoples' roles in society e.g firefighter, nurse</p> <p>To explore what those people do in their roles e.g "A dentist looks after our teeth"</p> <p>To explore what equipment different roles need</p> <p>To explore the different uniforms people wear in their roles</p> <p>To explore different vehicles used in different roles</p>