

Base Red Autumn Term Long Term Overview:

*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 physical wellbeing: To actively participate in a classroom, playground and outdoor games	My independence: To walk independently in school	My independence: Development of self-organisation skills	My independence: To identify emotions in self and others
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	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 equipment needed for familiar activities e.g An adult says “Were going to do an English job, so you	To engage in a game of their own choice with 1 adult To engage in a game of their own choice with 1 other child. To engage in a game of their own choice with a group of children. To engage in a game not of their choice with an adult To engage in a game not of their own choice with 1 other child. To engage in a game not of their own choice with a group of children. <u>Additional goals:</u> To develop gross motor skills using large play equipment	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 classroom routines To know where every-day things belong e.g coat on peg, bottle in bottle box, shoes in shoe box. To independently and accurately use appropriate locations to store/retrieve everyday items e.g shoes, bottles To actively participate in tidy-up time.	To identify what is meant by emotions and feelings. To discuss how some emotions may feel positive and some negative. To explore what happy and sad can look like for ourselves. To explore what happy and sad can look like for others. Introduce more complex emotions e.g worried/scared, excited To explore how emotions can change To identify changes of emotions in themselves To begin to identify changes of emotions in others

communication partner. To demonstrate enjoyment in reciprocal communicative interaction.	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”. <u>Additional goals:</u> To become familiar with classroom routines To actively participate in tidy-up time. Development of problem-solving skills	To participate in and enjoy different forms of movement, balance and coordination based physical activity To follow a single simple instruction	To transition around the school safely.		
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The world about me: To explore water-based play	Outdoor learning: To explore the outdoor school/environment using all my senses:	My physical wellbeing: To develop gross motor skills using large play equipment:	My Communication: More engagements in communicative learning	To Turn-take with another person: EHCP and SEN support plan target/noted area weakness
To engage with water-based play in the classroom for a sustained period of time. To engage with water-based play in outdoor environments for a sustained period of time. To use play equipment appropriately.	To experience different areas of the school grounds e.g.gym, hall, mugga. To engage in sensory play-based activities in different areas of the school. To access the outdoor environments safely.	To access PE sessions in the hall and outside; focusing on coordination, balance, safety and control To use equipment safely.	To be aware of another person as 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 demonstrate enjoyment in reciprocal communicative interaction.	To Turn-take in a game of their own choice with 1 member of staff. To Turn-take in a game of their own choice with 1 other child. To Turn-take in a game of their own choice with a group of children. To gain the attention of another person More engagements in communicative learning