

Communication and Literacy

Communication

- Participate in morning hello (Band 2)
- Exchanging symbols at snack time (Band 2)
- Beginning to put two words together (e.g. 'want ball', 'more juice') (band 2)
- Use a gotalk or AAC at snack times (Band 2)
- Uses pointing with eye gaze to make requests, and to share an interest (Band 2)
- Engage with Attention Autism Bucket (Band 2)
- Responds to familiar sounds and words, showing understanding of meaning (e.g. looks at 'mum' or the 'dog') (Band 2)
- Pupils respond appropriately to simple requests which contain one key word (where there are alternative choices) when supported by a sign or symbol in familiar situations e.g. 'Get your coat', 'Stand up' or 'Clap your hands'. (Band 3)
- Children begin to understand some simple 2 keywords questions and instructions like 'Where's your teddy?' and 'Kiss Mummy' (Band 3)

Reading

- Locates hidden sound sources (e.g. clockwork toy in one of two containers) (I) (band 2)
- Listening to sounds and music and developing an understanding that key words have a corresponding action. This will be taught through:
 - Bi-weekly Sensory story sessions
 - Weekly sensory literacy session
 - Sensory massage in sensory room
 - Foundation for phonics
 - Handypac
 - Environmental sounds in the community

Fine motor and writing

- Pupil begins to understand that marks and symbols convey meaning e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable (Band 2)
- Copies underneath from left to right (Band 4)
- Traces horizontal (Band 3)
- Pupil uses a variety of media to explore mark-making watches as marks appear on paper (Band 2)

Cognition and Numeracy

- To have exposure to technology and to begin to make connections (Band 2)
- I can recognise big things and small things in meaningful contexts (Band 2)
- I can demonstrate interest in position and the relationship between objects (Band 2)
- I can show some enjoyment of action rhymes and songs (Band 2)
- I can sort out my toys and things so that all the same ones are together (Band 3)

Knowledge and Understanding of the World

The World – Materials and Change

- To explore materials with different properties. (Upper Band 2)
- Matches parts of objects that fit together, e.g. puts lid on teapot. (Upper Band 2)
- To explore mixing materials (Band 3)

Peoples and Communities- My Family

- To enjoy pictures and stories about themselves, their families and other people (Band 2)
- To be curious about people and show interest in stories about people, animals or objects that they are familiar with or which fascinates them (Band 2)



Puffins Autumn Medium term plan Reflections, light and dark

Story of the term-Funny bones
Sensory Literacy-Reflections Mulan
Sensory room- Van Gogh starry night (See shared space planning)
Soft play- positional objects (stacking)
(See shared space planning) Explorers Curriculum

Independence

- Children to come in and put their bag in their belongings box with adult support
- Children to empty own belongings out of bag e.g. lunch bag and/ or diary
- To hang up own coat when coming in from outside
- During hygiene routine wash own face using a face wipe
- During hygiene routine wash own face with adult support using a face wipe
- During personal hygiene routines children to co-operate by helping undress and dress themselves with adult support
- During swimming all children to practice pulling up/down clothes to dress themselves
- Take shoes off with adult support and put shoes back on with adult support

Creative and Expressive Arts and Sensory play

Music

- Using songs with actions linked to the children's own body parts is the perfect way to start this, rather than getting them to 'copy actions' at this developmental stage. Play the guitar and sing to the children 'when you hear the music clap your hands...' Each time give them a different movement. (Upper Band 2)

Art

- Mixes different paint colours to create abstract work (Band 3)
- Wipes excess paint off paint brush with a verbal prompt (Band 4)

Food technology

- Children use their senses and begin to touch, smell, feel, listen to and taste new ingredients (Upper band 2)
- Children are supported to complete simple cooking processes. (Band 3)

Physical Education

Ball control and games

- Pupil can attempt to stack objects (Upper band 2)
- Pupil can throw an object towards a target (Band 3)

Moving and climbing

- Pupil can pick up an object (such as a bean bag) and place it inside a designated area (upper band 2)
- Pupil can stand up onto an object 2ft high (such as a gymnastics horse)
- Pupil can step down from an object 2ft high (such as a gymnastics horse)

Dancing

- Pupil to move to different types of music with support (upper band 2)

Swimming

- Move limbs in an alternating action (Lower band 2)
- Move limbs whilst moving around the pool (upper band 2)

PH+RSE

Self awareness and making relationships

- Begin to identify different ways of communicating about their feelings and needs. Through gesture, behaviour body language, facial expression. (Band 2)
- Form trusting attachments with key adults at school (Band 2)

Changing and growing

- Engage and respond to songs and activities that involve body percussion (band 2)
- Points to parts of their body when asked (band 2)

Managing strong feelings

- Respond to stimuli about some of the ways we can communicate our feelings and needs to others (band 2)

PANTS

- To develop an understanding of pants are private.