

Communication and Literacy

Communication

- Participate in morning hello (Band 2)
- Use project core at snack (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 (band 2)

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)

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)

Knowledge and Understanding of the World

The world- Living things and our ecosystem

- To respond to experiencing different weathers (band 2)
- To look at different plants with support (Band 3)

People and communities- The place I live

- To show an enjoyment when visiting places in the local area (band 2)
- To show an interest in the things they can hear and see in the local environment (Band 3)



Puffins Spring Medium term plan Healthy me

Story of the term-This is how we keep healthy
Sensory Literacy- This is the way we look after ourselves
Sensory room- decompression and relaxation
Soft play- big and small

Explorers Curriculum

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)

Changing and growing

- Engage and respond to songs and activities that involve body percussion (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

Identifying and expressing feelings

- Begin to show ability the ability to self soothe and may use an object for comfort. (band 2)
- To begin to recognise when I need help with sensory regulation (Band 3)

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)

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)
- Children can match objects when given 1 criterion eg colour/size. (Band 3)
- Children develop an understanding about 1:1 correspondence. (Band 3)

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
- Take shoes off with adult support and put shoes back on with adult support
- To walk safely with an adult when out in the community.
- To pick up items from around a shop with adult support
- To engage fully in desensitisation sessions and develop confidence when experiencing new items such as the hair dryer and stethoscope.