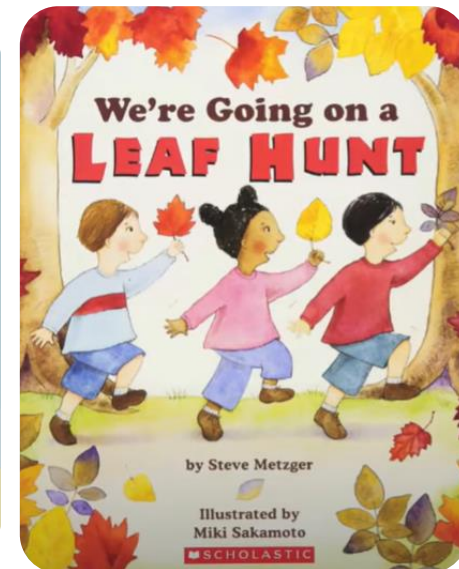
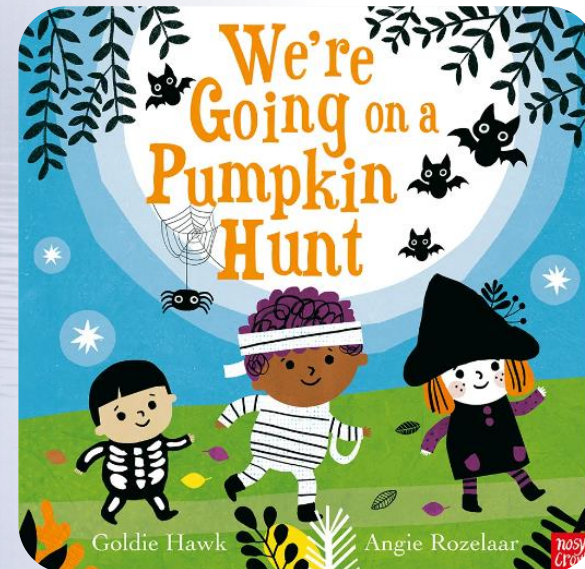


Swans

Autumn

Medium Term Plan

Semi Formal Curriculum



Communication and Literacy

Communication

- To participate in morning hello
- To exchange symbols at snack time (Band 2)
- To trial a LAMP device to communicate wants and needs (Band 2 and 4)
- To engage with Attention Autism Bucket.
- To answer Blank level one questions when given a choice of 2 answers which are correct and incorrect and level two questions.
- To communicate wants and needs e.g. toilet
- To repeat, copy or imitate single words, signs or phrases. (Band 3)
- To indicate 'yes' or 'no' to indicate a need or preference. (Band 3)
- To use the core vocabulary 'more' and 'finished'. (Band 3)

Reading

- Weekly Sensory story sessions
- To listen to a story as part of a group (Band 2)
- To open a book and explore what is inside (Band 2)
- Phonics (All) – three times per week.
- To use story telling 'talk' whilst looking at a book (Band 2)
- Level 2 reading books sent home to all children in the class (Band 2-4). SM and LP to be given a picture books and associated ELKLAN questions (Band 2)
- Guided reading once per week.
- Reading for pleasure book sent home once per week.
- To engage and respond to a literacy experience with, shared attention, recall and anticipation, purposeful behaviour, interest and excitement, contrasting moods, increased engagement, enjoyment and motivation.
- To read own timetable / words (Band 4)
- To listen and attend to a sensory story and join in with the words and actions (rhythmic). (Band 4)
- To attempt to read other words in the environment (Band 4)
- To recognise initial sounds in familiar nouns (Band 5)
- To attempt to read back own emergent writing. (Band 4)

Fine motor and Writing

- To explore mark marking (Band 2)
- To imitate or repeats single words, signs or symbols (Band 2)
- To overwrite and make own marks(Band 2)
- To teach them the process of writing their name (Band 3)
- Teach the initial letter of name
- Match letters of the name using Velcro
- Use letter beads to thread letters in order
- To develop letter size (Band 4)
- To copy letters and words from the environment
- To point to and add text on a screen
- To group letters in word blocks (Band 6)
- To use my second hand to hold paper while writing and I can position my paper correctly. (Band 6)
- I can separate my pictures and writing. (Band 6)
- To write first letter of name (Band 4)
- To copy underneath from left to right (Band 4)

Knowledge and Understanding of the World

The World – Materials and Change

- To begin to notice the effects of my actions when interacting with objects in the world around me. (Band 2)
- To understand the effects my actions have when interacting with resources. (Band 2)
- To begin to understand that objects can be used for a specific purpose. (Band 3)
- To talk about places and people that are familiar to them (Band 5)
- To talk about the similarities and differences in the world around them. (Band 6)
- To talk about the similarities and differences in the world around them. (Band 6)

Peoples and Communities- My Family

- To share weekend news and use it as a stimulus. (Band 3)
- To be curious about people and show interest in stories about people, animals or objects that they are familiar with or which fascinates them
- To talk about people and times that are special to the children and their family and friends, e.g. remembering a party that had fireworks and bangs. (Band 5)
- To explore the natural world around them using a total communication approach (Band 6)

Cognition and Numeracy

- To have exposure to technology and to begin to make connections (Band 2)
- To explore objects (Band 2)
- To say number names (Band 2)
- To show some enjoyment of action rhymes and songs (Band 2)
- To sort toys and objects so all the same ones are together (Band 3)
- To order / say numbers in order (Band 4)
- To rote count numbers (Band 4)
- To recognise big things and small things in meaningful contexts
- I can get to know and enjoy my daily routines (Band 2)
- To use an object of reference for the toilet.
- To participate in shape songs and explore them
- I can demonstrate interest in position and the relationship between objects (Band 2)
- To find 'big' and 'small' objects (Band 3)
- I can recognise big things and small things in meaningful contexts (Band 2)
- To request toys and items out of site (Band 4)
- To sort a collection of objects so that ones that are the same shape or size are altogether (Band 4)
- To give you the right number of objects from a collection when I say "one", "two" or present a gesture/visual (Band 4)
- I can tell you which basket or bucket has got "more" or "less" things in (Band 6)
- I can put two sets of objects together and tell you how many things I have altogether (Band 6)
- I can search for objects not found in their usual place, demonstrating their understanding of object permanence (Band 4)
- I can put the shape pieces into a jigsaw board or shape sorter (Band 4)
- To have exposure to technology and to begin to make connections (Band 2)
- To explore technology through play
- To explore technology in school.
- To computing throughout the curriculum (i.e. apps for learning, cause and effect, stories, mark making all)

Creative and Expressive Arts and Sensory play

Music

- To show an enjoyment of live and recorded music by stilling and moving. (Band 2)
- To explore the 3 areas of music not just performance (all).
- To access Beth's weekly music session.
- To experience live and recorded music (all).
- To experience rhymes and songs, demonstrating listening by trying to join in with actions or vocalisations (Band 3)
- Listen with interest to the noises adults make – showing an increase in focus, concentrating on the leading adult for most of a song (Band 4)
- To move her body in different ways to a range of live and recorded music (Band 2)

Art

- To experiment with blocks, colours and marks (Band 4)
- To explore and experiment with a range of media through sensory exploration and using whole body (Band 2)
- To notice and is interested in the effects of making movements which leave marks (Band 3)
- To show an intention to create (Band 4)
- To show an active interest in a range of tools and materials during creative table top activities (Band 2) (KC)
- To show an active interest in a range of tools and materials during creative table top activities. (Band 2)

PH+RSE

Independence and Life Skills

- To get dressed and undressed for swimming (Band 3)
- To request and use the toilet by using an object of reference (Band 3)
- To travel on an offsite visit to the local shops (Band 3)
- **Managing feelings and behaviour**
- To ask for 'help' using a total communication approach (Band 3)

To explore facial expressions (Band 3)

Relationships

- To share my play space (slide during outside play) (Band 3)
- To share my play space (bikes during outside play) (Band 3)
- To develop self- confidence to seek help from a familiar adult (Band 3)
- To explore new toys and environments independently, when I know with a familiar adult nearby for reassurance (Band 3)
- To accept other children within my play space. (Band 3)