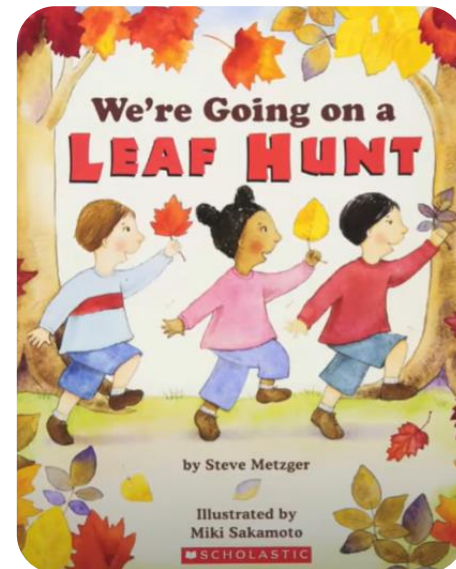
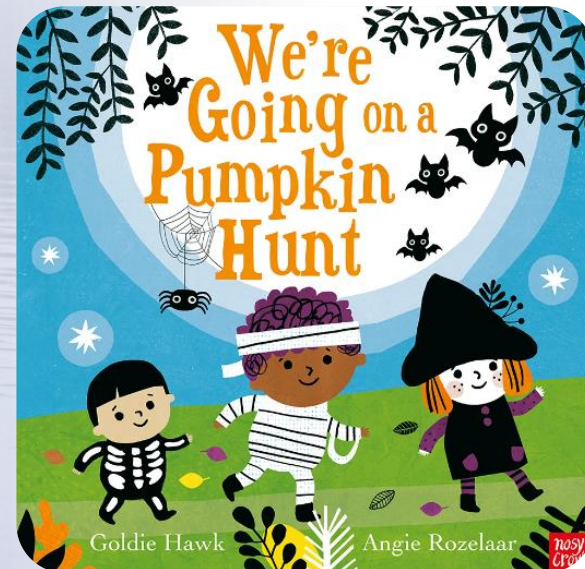


Swans

Autumn

Medium Term Plan

Semi Formal Curriculum



Communication and Literacy

Communication

- To participate in morning hello.
- To exchange symbols at snack time.
- To trial a LAMP device to communicate wants and needs.
- 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.
- To indicate 'yes' or 'no' to indicate a need or preference.
- To use the core vocabulary 'more' and 'finished'.

Reading

- Weekly Sensory story sessions.
- To listen to a story as part of a group.
- To open a book and explore what is inside.
- Phonics (All) – three times per week.
- To use story telling 'talk' whilst looking at a book.
- Level 2 reading books sent home to all children in the class.
- 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.
- To listen and attend to a sensory story and join in with the words and actions (rhythmic).
- To attempt to read other words in the environment.
- To recognise initial sounds in familiar nouns.
- To attempt to read back own emergent writing.

Fine motor and Writing

- To explore mark marking.
- To imitate or repeats single words, signs or symbols.
- To overwrite and make own marks.
- To teach them the process of writing their name.
- 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.
- To copy letters and words from the environment.
- To point to and add text on a screen.
- To group letters in word blocks.
- To use my second hand to hold paper while writing and I can position my paper correctly.
- I can separate my pictures and writing.
- To write first letter of name.
- To copy underneath from left to right.

Knowledge and Understanding of the World

The World – Materials and Change

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

Peoples and Communities- My Family

- To share weekend news and use it as a stimulus.
- 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.
- To explore the natural world around them using a total communication approach.

Cognition and Numeracy

- To have exposure to technology and to begin to make connections.
- To explore objects.
- To say number names
- To show some enjoyment of action rhymes and songs.
- To sort toys and objects so all the same ones are together.
- To order / say numbers in order.
- To rote count numbers.
- To recognise big things and small things in meaningful contexts.
- I can get to know and enjoy my daily routines.
- 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.
- To find 'big' and 'small' objects.
- I can recognise big things and small things in meaningful contexts.
- To request toys and items out of site.
- To sort a collection of objects so that ones that are the same shape or size are altogether.
- To give you the right number of objects from a collection when I say "one", "two" or present a gesture/visual.
- I can tell you which basket or bucket has got "more" or "less" things in.
- I can put two sets of objects together and tell you how many things I have altogether.
- I can search for objects not found in their usual place, demonstrating their understanding of object permanence.
- I can put the shape pieces into a jigsaw board or shape sorter.
- To have exposure to technology and to begin to make connections.
- 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.
- To explore the 3 areas of music not just performance.
- To access Beth's weekly music session.
- To experience live and recorded music.
- To experience rhymes and songs, demonstrating listening by trying to join in with actions or vocalisations.
- Listen with interest to the noises adults make – showing an increase in focus, concentrating on the leading adult for most of a song.
- To move her body in different ways to a range of live and recorded music.
- Art
- To experiment with blocks, colours and marks.
- To explore and experiment with a range of media through sensory exploration and using whole body.
- To notice and is interested in the effects of making movements which leave marks.
- To show an intention to create.
- To show an active interest in a range of tools and materials during creative table top activities.
- To show an active interest in a range of tools and materials during creative table top activities.

PH+RSE

Independence and Life Skills

- To get dressed and undressed for swimming.
- To request and use the toilet by using an object of reference.
- To travel on an offsite visit to the local shops.

Managing feelings and behaviour

- To ask for 'help' using a total communication approach.
- To explore facial expressions.

Relationships

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

Physical Education

- To show enjoyment of being in the water.
- To lie on his back or front with adult support and be towed around the pool.
- To learn and practice both the underarm and overarm throwing techniques.
- To learn catching skills.
- To roll from back to front and return to the back in the pool.
- To move through the water on the front or back for 5 metres with a floatation aid.
- To master the catching technique.
- To learn and practice both the underarm and overarm throwing techniques.
- To move through the water on her / his front.
- To float with a piece of equipment for 10 seconds.
- To throw an object towards a target.
- To move on her front or float in the water for up to 5 metres.
- To practice the flutter kick to provide lift with a prompt.
- To vary the distance and ball size when mastering catching skills.

- To move across the pool or swim 5 metres on the front, roll onto the back and float.
- To move limbs in response to the actions of an adult.
- To take part in and learn a range of movements and catching skills.
- To float on his back for 10 seconds.
- To move through the water using any style for 10 metres.
- To attempt to stack objects.
- To attempt to move a large ball.