

My Art

Encountering, Exploring, Developing understanding

7 areas

Collage, drawing, painting, print-making, sculpture, digital media, textiles

Print making - Spring 2 focus

L I 1 - to encounter simple printing

L I 2 - to explore printed rubbings

My Dance/Music/Drama

Encountering, Exploring, Developing understanding

Focus on sequencing movement

L I 1 - to establish movement themes

L I 2 - to use stimulus to capture movement

L I 3 - to warm up with bend, stretch and twist

My Play and Leisure

Structured play – one to one or small group games

Board games

Card games – Go fish/ memory games

Simon Says

What's the time Mr Wolf?

Pass the parcel

Lotto

Free Play – See my sensory play

My Personalised Learning

Every pupil as their Individual Education Plan (IEP) with their specific learning targets. These will be shared with you at parent meetings on Wednesday 20th March. We will contact you to arrange a time.

Curriculum Connectors

School/Community/World wide connecting themes and experiences

Spring

Easter

Growing/Planting

People - who help us

Mother's Day

World Book Day

Down Syndrome Day

It's Great to Be Me - A Celebration of Difference!

My Physical Well-being

Physical Activity

-Sensory integration and sensory circuits eg trampoline, benches, wobble boards, physio ball, tunnels, space hoppers, sensory sacks

-Rebound therapy

-Other play based activities such as swings, slides, roundabout, bikes, climbing frame

-Aquatics – how to behave in pool environment, enter water safely, to feel happy and confident in the water, engage positively in the water (hydro for anxious children)

Mental Health and Well-being

-Voice (child able to communicate likes and dislikes), agency (requests will be responded to), freedom, self-regulation, capability (reach potential) for each child

Toothbrushing Programme

Children take part in daily brushing of teeth.

My Sensory Play

Sensorimotor play

-explore by squeezing, touching, smelling

Relational play

– exploration of objects to reveal their properties eg ball will bounce, feels hard/soft

Functional play

-specific toys used for a purpose such as small world, puzzles, little kitchen

Symbolic play

-pretence of an object eg pretending to be a plane, holding a dolly, eating with an imaginary spoon

Socio dramatic play

-acting out a situation with roles

*Social dimensions of play

The World About Me

People

L I 1 – to recognise those people who are most important to me – photographs of family/people in school/

L I 2 – to find out more about those people who are important to me – ask family to share what they like/don't like

L I 3 – to meet and greet people in an appropriate manner – ask local community police officer to come in? Bring some items to show children – eg hi vis, body armour, Lunch staff/ Head teacher?

My Independence

My Cooking: Learning intentions:

-To use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.

-Following instructions during cooking activities (Using visual support)

My Travel: Learning intentions:

-To walk as independently as possible in school

-To walk as independently as possible outside of school - **ALWAYS** inform the learner where they are going and why. Visual support

My Dressing: Learning intentions:

-To put on and take off various items of clothing.-before/after swimming/P.E, Nappy time etc. Putting coat on and doing zips

-To identify and utilise appropriate clothing and accessories with regards to; weather, occasion etc.

My Shopping: Learning Intentions:

- To introduce the language of shopping

-**ALWAYS** use visual support/shopping lists, social story before each trip out.

Signalong

5 Key signs per week

Please check our school Facebook page weekly so you can join us for **“Sign time”** and learn with us!

My Communication

My Communication–10 areas

Focus - Narratives- end goal is to tell factual stories of events that have happened to the learner

Stage 1 – To follow the sequence of a short fictional narrative story. Use story boards for the parts and props if appropriate.

Stage 2 – For the learner to retell the story as best they can

Stage 3 – To retell the story with fewer prompts and increasing accuracy but include pictorial prompts with learners acting out the parts. Read as a whole group

Stage 4 – To retell the story with sufficient accuracy to be understandable to a new listener. Could perform for class 2 or 3 or Mrs Duke/ other class teams.

Stage 5 – To retell more than one story with sufficient accuracy.

Stages 6,7,8,9 for the following term.

My Outdoor School

Learning Intensions:

To prepare for the outdoor school

To select suitable clothing and footwear

To pack items needed

To explore the outdoor school using all my senses

To experience seasonal and weather changes

My Relationships

4 key elements – Safety, health, happiness and appropriateness

Learning Intentions:

Body Parts

-to name and identify external parts of the body.

Gender

-To know that I am a girl or a boy.

-To know that others are boys or girls.

-To know that others are men or women.

My Thinking and Problem Solving

Five-tiered approach

Tier 1 – Memory Building – introduction and repetition of the task

Tier 2 – Sabotage! Recognition of a problem – asking for help from a member of staff is a minimum requirement.

Tier 3 – Independent solutions – resolving the problem possibly without help – can problem be avoided in the future.

Tier 4 – Generalisation – can adapt a solution to solve another problem.

Tier 5 – Self-belief and confidence – being secure in their choice of solution.

Focus this term will be on grouping and introducing the multiplication sign. We will work on 2's, 5's and 10's.

