

My Art

**Encountering, Exploring, Developing understanding**

**7 areas**

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

Print making - Summer focus

**L I 1** - to encounter 2D/3D shapes

**L I 2** - to explore 3D sculpture

Curriculum Connectors

**School/Community/World wide connecting themes and experiences**

Who am I?

People - who help us

Summer

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

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 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

**Bike 4 Life**

Children to take part in weekly Bike 4 Life

**Toothbrushing Programme**

Children take part in daily brushing of teeth.

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

Resources available for children to access or request such as marble run, sand, water, music, cars, small world, lego.

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

3 Key signs per week

**Week 1 Parts of the body**

**Week 2 People in our family**

**Week 3 Emotions**

**Week 4 Clothes**

**Week 5 Review**

### 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

### Parent Notices

Our next parent network meeting will be on Wednesday 29th May 2024. There will be hot drinks, cake and a chance to catch up with other parents. It will be 2pm - 3.15pm in Orry's Room (Office). Please let us know if you can make it.

### 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 understanding number, grouping and the multiplication sign. We will work on 2's, 5's and 10's.

