

Theme	<u>Term 1</u> Sept - Oct: Happy Families Nov - Dec: Celebrations		<u>Term 2</u> Jan - Feb: Food Glorious Food Mar - Apr: Once Upon A Time		<u>Term 3</u> Apr - May: I like to move, it move it! Jun - Jul: Tickets Please	
National themes/festivals	Harvest (29 th Sept)	Remembrance Sunday Children in Need Christmas	Chinese New Year Safer Internet Day Pancake Day	Butterflies Red Nose Day Mothers' Day Easter	St George's Day Eid (RE day)	Fathers Day
Texts	<u>Key text (Sensory Story):</u> <u>Monkey Puzzle</u> <u>Other texts:</u> Owl Babies Monkey Puzzle Noise and touch + feel board books <u>Key text (Sensory Story):</u> <u>Dear Zoo/Dear Santa + Christmas Story</u> <u>Other texts:</u> Number books A Dark, Dark Tale The Gruffalo's Child The First Christmas Stick Man One Snowy Night Giggle Box stories Bearfoot books daily sessions Julia Donaldson books daily sessions		<u>Key text (Sensory Story):</u> <u>The Tiger Who Came to Tea</u> <u>Other texts:</u> Food fact books Animal fact books Vegetable glue <u>Key text (Sensory Story):</u> <u>Jack and the Beanstalk</u> <u>Other texts:</u> Bug books Growing books Oliver's vegetables Enormous Turnip		<u>Key text (Sensory Story):</u> <u>Bear on a Bike</u> <u>Other texts:</u> Train Shape books Circle <u>Key text: (Sensory Story):</u> <u>We all go travelling by</u> <u>Other texts:</u> Bearfoot books texts Seaside books Fact books on cars	
Songs + Rhymes	Pop it in the box What is in the box Good Morning / Afternoon Head, shoulder, knees and toes		5 Little Peas in a Pea pod pressed Chop Chop song Flip a Pancake Song Tiny Seed Song		I am a circle, I go round and round. The Wheels On the Bus	

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

- SELF REGULATION
- MANAGING SELF
- BUILDING RELATIONSHIPS

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Daily opportunities for key learning

- Experience a range of familiar/unfamiliar experiences supported by adults in provision.
- Self-awareness through mirrors
- Adult led support to explore emotion symbols (happy/sad) through 3-point scale in afternoon
- Build relationships with key worker / adults in the environment.
- Receive positive praise for behaviour and achievements (WOW certificates linked to IEP's)
- Adult modelling of engaging in choice cupboard.
- Support to develop self-help skills with cutlery, clothing.
- Support to engage in toilet training routine (hand wash/changing in toilet)
- Situations that provide the opportunity to experience different moods, feelings and emotions.

Focus Teaching

- Good morning and afternoon sessions, children, days, weeks, weather. What is my name?
- Support in learning simple routines and transitions (Now + Next, Count Downs)
- Support in learning to access resources with support (Motivators)
- Support in learning to tidy up resources (pop it in the box)
- Fun with Food: tolerating textures and smells

Daily opportunities for key learning

- Increase interaction with familiar adults through small group times and pathway learning.
- Support to develop observation of Now + Next to support routine and transitions.
- Choice time to support engagement with peers.
- Adult support to encourage use of symbols on choice cupboard (Motivators)
- Encouragement and modelling of self-help skills with cutlery, clothing (supported through symbol algorithm's)
- Encourage more independence to engage in toilet training routine (hand wash/sitting on / using toilet)
- Play alongside peers with adult support
- Adults to instigate, model and promote opportunities of turn taking game and activities.

Focus Teaching

- Good morning and afternoon with adult names, counting + expanding emotions. What are the names of my friends?
- Games to encourage group engagement
- Community Links and local walks
- Support and modelling of small world.
- Sensory story to support engagement in resources and repetitive stories.
- Fun with Food: approaching touching and using senses to explore

Daily opportunities for key learning

- Sessions that allow pupils to seek contact with others.
- Routines and transitions (Now and Next)
- Symbols and PECS (snack and choice)
- Increased independence in self-help skills in clothing, feeding, toileting.
- Engage in playing alongside/with peers in different contexts
- Adults encourage / promote children to lead on turn taking game and activities.

Focus Teaching

- Good morning and afternoon with photos and names separate to match.
- Stories linked to feelings
- Community Links (visits to local area: forest / seaside)
- Learning key phrases from sensory story.
- Fun with Food: Exploring and helping to prepare foods, with support.

Communication and Language

- LISTENING, ATTENTION, UNDERSTANDING
- SPEAKING

The development of children's spoken language underpins all seven areas of learning and development.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

Daily opportunities for key learning

- Good morning and afternoon sessions (PP)
- Opportunities to listen and engage in a variety of situations - modelled language.
- Daily group sessions with repetitive songs and actions (throughout day to support structures of sessions/routines)
- PECS snack book (HoH)
- Choice Cupboard (PECS book)
- Singing Hands (Daily - modelled)
- Bearfoot Books (Daily - set book)
- Sticky Kids (daily end of day - modelled)
- Twinkl Phonics - Phase 1 (threaded through learning)
- Focus themed topic box in continuous provision (PP/VP)

Focus Teaching

- Clear three-part structure supported by symbols (introduced)
- Listen and Move to support language.
- Sensory Massage sessions
- Intensive Interaction sessions
- Music sessions (Hand over hand)
- Rhyme bag (What is in the bag? - LAKES)
- Weekly sensory stories (Linked to theme and symbols)
- Communication Ladder (appropriate level)
- Attention Autism sessions (Weekly - Modelled language "ready, steady, go!")
- Daily story session (Adult read)

Daily opportunities for key learning

- Good morning and afternoon sessions (VP)
- Opportunities to engage with others in group times and choice times.
- Begin to copy rhyming and rhythmic activities with simple actions.
- To access choice cupboard and snack PECS book as part of an established routine. (Prompted)
- To place objects in different positions
- Show recognition of self (name/face)
- Twinkl Phonics - Phase 1 (threaded through learning)
- Focus themed topic box in continuous provision (VP/IND)

Focus Teaching

- Clear three-part structure supported by symbols (followed with VP)
- Listen and Move sessions (VP)
- Music sessions (making choice of two/copying actions - VP)
- Weekly sensory stories (Increased verbal) Communication Ladder (appropriate level)
- Attention autism sessions
- Attention Autism sessions (Weekly - Modelled language "ready, steady, go" and "1, 2, 3, go")

Daily opportunities for key learning

- Good morning and afternoon sessions(IND)
- Opportunities to think about objects using who? what? where? when? questions.
- Puppets or masks for children to use to retell stories and rhymes
- Respond to name - still, approach, respond
- Twinkl Phonics - Phase 1 + 2
- Focus themed topic box in continuous provision (VP/IND)

Focus Teaching

- Clear three-part structure supported by symbols (clear understanding of set routine)
- Listen and Move sessions (Ind/VP)
- Music sessions (making choice of two/copying actions - Ind)
- Weekly sensory stories (Increased verbal) Communication Ladder (appropriate level)
- Attention autism sessions
- Attention Autism sessions (Weekly - Modelled language "ready, steady, go" and "1, 2, 3, go")

Physical Development

- FINE MOTOR
- GROSS MOTOR

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Daily opportunities for key learning

- To experience a range of mark making opportunities through planned Focus Tray Continuous Provision.
- To engage in vestibular activities outdoors using climbing equipment in both the playground and hall.
- Trampolines
- Adult support access to Yoga balls ("bounce, stop, again")
- Baskets and heavy objects to lift and pull
- Explore sensory tray (Themed enhanced learning - Continuous provision outside)
- Manipulate malleable materials
- Use a range of different fastenings and fidget boards
- Tipping and Pouring (Focus trays/Big Tray)
- To accept being near new foods/texture (squeeze, tip/pour/mix/pull) with support.
- Inset jigsaws / Two piece jigsaws
- Large Blocks / Loose Parts

Focus Teaching

- Fine motor sessions/sessions to develop palmar grip (Focus Trays / messy sessions)
- Vestibular sessions (gross motor, large circles, up and down movements)
- Focus PE sessions
- Daily Soft play sessions, movement encouraged.
- Sticky Kids/Movers
- Parachute and scarf games
- Scissors - snipping paper/rip/twist tissue (adapted scissors)

Daily opportunities for key learning

- To engage with some verbal prompts/support to a range of mark making opportunities through planned outside Continuous Provision: Chalk boards, chalks, brushes, rollers
- Playing outdoors, being confident to move in a variety of ways, loose parts to encourage lifting, moving, making.
- Access to funky fingers trays
- VP ball skills- catch/kick (Outside play)
- To explore a range of mark making opportunities (foam, paint, pens)
- Observe marks they make / adults make (foam, paint, pens)
- To explore new foods/texture
- To use resources with control e.g. jugs, hammers, mark making tools.
- Encouragement to help with fastenings on coat, shoes.
- Bikes - backwards/forwards with feet
- Lego/sticky bricks (photos to copy)
- Small piece jigsaws / Jigsaws

Focus Teaching

- Fine motor sessions to develop three finger grip (Focus Trays / messy sessions)
- Dough Gym (LAKES)
- Sticky Kids/Movers
- Parachute and scarf games
- Scissors - straight lines (adapted scissors)
- Vestibular sessions (gross motor, circles, up and down movements)
- Hall vestibular sessions (1:1/2:1)
- Forest School physical development sessions.

Daily opportunities for key learning

- Play outdoors using climbing and balancing equipment.
- Access fine motor development activities.
- Use a range of tools in different activities
- Engage / copy Funky Fingers
- To touch/taste new foods/texture
- Bikes - forward (Outside play)
- Ind ball skills - catch/kick (Outside play)
- Independent use of fastenings on coat, shoes.
- Big playground sessions
- To use resources with control e.g. jugs, hammers, mark making tools (ind)
- Encouragement to help with fastenings on coat, shoes.
- Bikes - pedals
- Small piece jigsaws / Jigsaws

Focus Teaching

- PD Gross Motor planning & PE
- Activities to support development of tripod grip.
- Vestibular sessions (gross motor, circles, up and down movements)
- Doodle Sticks
- Dough Gym (LAKES)
- Sticky Kids
- Write Dance
- Hall vestibular sessions (1:1/2:1)

<p>Literacy</p> <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing <p>It is crucial for children to develop a love of reading.</p> <p>Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>Daily opportunities for key learning</p> <ul style="list-style-type: none"> • Experience printed name in hello sessions. • Reading area with high quality adapted texts. • PECS (communication ladder) - Choice Cupboard and Snack • Words and photos within the environment. • Experience rhyming activity sessions. • Experiencing hearing a range of stories, rhymes, songs. • Letters, numbers, names and patterns to encourage mark making and writing through enhanced learning trays choice cupboard and chalkboards. <p>Focus Teaching</p> <ul style="list-style-type: none"> • Story topic box with props to explore during sensory story. • Encourage approaching fine motor sessions for a short time. • Funky Fingers • Individual work tray / small group activities (adapted) • 1:1 high quality engagement with adults to support individuals motivating activities (communication ladder development) • Photos with names in hello sessions. • Hand over hand to support weather, days and months of year. • Hand over hand to support choice of two symbols (Singing Hands, Traditional Tales) • Twinkl Phonics (Phase 1-2) • Alphablocks games and videos (linked to technology) • Library session - weekly and sent home (reading book home/school link) 	<p>Daily opportunities for key learning</p> <ul style="list-style-type: none"> • Independently identify photo /name • PECS (communication ladder) - Choice Cupboard and Snack • To expand or explore new vocabulary through stories, books and high quality 1:1 adult interaction (communication ladder) • Sensory mark making and writing opportunities in enhanced trays, within the classroom and chalkboards. • A-Z jigsaws and alphabet boards. <p>Focus Teaching</p> <ul style="list-style-type: none"> • Encouraging engagement in fine motor sessions (circle, lines, name) to develop tripod grip. • Individual work tray / small group activities (adapted) • 1:1 high quality engagement with adults to support individuals motivating activities (communication ladder development) • To use a variety of mark making books / Write Dance • To listen, explore and begin to repeat/recall some words from stories. • Photos and separate names to match in hello sessions. • Verbal prompts to support weather, days and months of year. • Verbal prompts choice of two symbols (Singing Hands, Traditional Tales) • Twinkl Phonics (Phase 1-2) • Library session - weekly and sent home (reading book home/school link) • Colour semantics (who) - linked to reflective learning of previous weeks activities. 	<p>Daily opportunities for key learning</p> <ul style="list-style-type: none"> • PECS (communication ladder) - Choice Cupboard and Snack • Engage in Shared Reading with a range of texts including non-fiction (Reading area and 1:1 adult engagement in choice time) • Writing opportunities in enhanced trays, within the classroom and chalkboards. <p>Focus Teaching</p> <ul style="list-style-type: none"> • Fine motor sessions, holding tools (tripod) • Writing for a purpose-labels, names, recipes, notes, messages, safety notices, posters • Experience a variety of stories (verbally, electronically) to enable children to be immersed in story language, characters and feelings etc. • Counting photos and finding the number to match amount in. • Encouragement to engage in reading and identifying weather, days and months of year. Encouragement to engage in choice of two symbols (Singing Hands, Traditional Tales) • Twinkl Phonics (Phase 1-2) • Colour semantics (who, doing) - linked to reflective learning of previous weeks activities. • Introduction to simple typing of name and number on laptop (LAKES)
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Maths

- NUMBER
- NUMBER PATTERNS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Daily opportunities for key learning

- Experience number names through rote counting, songs, rhymes and stories.
- Number lines in the environment.
- To be supported to count, copy, clap, stamp, tap numbers to 5.
- Blocks to build and knock down
- To begin to look at visual timetable
- Continuous provision tray, incorporating numbers to 5, objects to count and order (PP)
- Rhymes focus tray

Focus Teaching

- Counting photos during hello sessions
- Hand over Hand touch counting different objects.
- Colour of the day (initial introduction)
- Days of the week/months of the year (pp)
- Introducing Visual Timetables.
- Explore shape in the environment and the shape of everyday objects.
- Shape songs and rhymes.
- Number songs and rhymes
- Explore different objects by size.
- HelpKidzLearn

Daily opportunities for key learning

- Engage with number rhymes and explore touch counting objects.
- To be supported to count, copy, clap, stamp, tap numbers to 10.
- Count a range of objects - 1 to 1 correspondence (frog-lily pad etc.)
- To engage with using fingers to count.
- To begin to be support to record numbers
- To make pictures using shapes
- To begin to follow visual timetable
- Adults to model use of word more/less
- Continuous provision tray, incorporating numbers to 5, objects to count and order
- Rhymes focus tray

Focus Teaching

- Daily reciting numbers forwards and backwards (rhymes)
- Counting actions / sounds and props
- Number jigsaws
- Days of the week/months of the year (vp)
- Subsidising activities (dice/dominos)
- Explore or make pictures - 2D shapes
- Explore or make models - 3D shapes
- Talk about shapes in games/classroom
- Empty/full - more/less
- HelpKidzLearn

Daily opportunities for key learning

- Touch each picture during morning counting session - find total number. One more? Less?
- Matching arrays to numbers (LAKES)
- Opportunities to work with numbers up to 10 (adapted)
- Ordering and counting numerals/objects (trays)
- Counting on and back through rhyme.
- Access to books with numbers and counting
- Rhymes focus tray

Focus Teaching

- Counting and comparing groups of objects (rhyme box resources)
- Days of the week/months of the year (Ind)
- Support to count and find total
- Number problems (one more, one less)
- Name and describe 2D shapes in our environment/school.
- Make simple repeating patterns
- Compare and order lengths, heights, weights
- HelpKidzLearn

Understanding the World

- PAST AND PRESENT
- PEOPLE, CULTURES, COMMUNITY
- THE NATURAL WORLD

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Technology is weaved throughout all areas of learning. See Technology Curriculum Coverage document. [Computing Curriculum Coverage Document.docx \(sharepoint.com\)](#)*

Daily opportunities for key learning

- Display reflecting the learning and rights of pupils as members of society under the UNCR (United Nations Convention on the Rights of the Child)
- Links with parents to share events, cultures, learning from home (All About Me/Evidence for Learning Links/TEAMS)
- High quality books from different cultures (linked to special events British Values and religions and cultures in the cohort)
- To engage with adults and allow them to share alongside in child's interests.
- Use of fidget boards and wind up/pull back toys as part of Choice.
- Access home corner, babies and topic box as part of Choice
- Funnels and Water - exploration area

Focus Teaching

- Experience and be supported in approaching hello circle times x 2
- Songs from other cultures: Bela Mama, Swahili song.
- Visitors in to talk/show special events (fire engine)
- To explore seasonal changes with local walks
- Planned weekly visits to shops (Supermarkets, Café)
- Ipad and laptops (adapted)
- Omi and Sensory trolley
- Cause and effect activities that engage pupils to request (again/more)
- Key experiences in celebrations Birthdays/Christmas/Diwali - Xmas lights

Daily opportunities for key learning

- Links with parents to share events, cultures, learning from home (All About Me/Evidence for Learning Links/TEAMS)
- To be supported to look at / talk about the things they can see.
- Access to open ended focus tray and continuous provision (mud/water etc.)
- Life cycle materials and books to encourage questions and observations
- Magnifying glasses, binoculars to support observing in the environment of birds and bugs (VP)
- Use of interactive toys board as part of Choice (VP)
- Funnels and Water - exploration area (VP)

Focus Teaching

- Engage in hello circle times x 2
- Action poems: Chop, Chop, Peas in a Pod.
- Weekly visits to shops (Supermarkets, Café and Pets at Home/Allotment)
- Planned visits to Forest School (Larksfoot)
- ICT equipment to program - Coding Mouse/sound buttons
- Safer Internet Day - Police visit
- Planting, digging and growing seeds
- Key experiences in celebrations, festivals, national events (Easter/Chinese New Year/Pancake Day/Mother's Day)
- Reflective videos - daily video for a week and commented on by adults and children.

Daily opportunities for key learning

- Links with parents to share events, cultures, learning from home (All About Me/Evidence for Learning Links/TEAMS)
- Engage in talking with peers
- Respond to targeted questions about family and friends (verbal)
- Look at / talk about what they find
- Use ICT to support focus activities, and explore (Take photo with ipad)
- Technology equipment e.g. cogs, torch Use of interactive toys board as part of Choice (Ind)
- Funnels and Water - exploration area (Ind)

Focus Teaching

- Experience / talk about forest school's butterflies/worms/frog spawn.
- Visit to local woods, forests, parks.
- Exploring transport - trains, buses.
- Reflective videos - daily video for a week and commented on by adults and children.
- Key experiences in celebrations, festivals, national events (Eid)

Expressive Art & Design

- **CREATING WITH MATERIALS**
- **BEING IMAGINATIVE AND EXPRESSIVE**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Daily opportunities for key learning (Vertical / Diagonal learning)

- Experience Singing, music and movement through sound book, adult modelled rhymes in water tray
- Access to chalk boards and mark making activities with large handled brushes, brooms, chalks and through Choice time focus trays (PP)
- Access to instrument tray (Introduced symbols)
- Imaginative role play and small world (Choice)

Focus Teaching (Horizontal learning)

- Creative learning sessions in pathway groups.
- Attention Autism messy activities (linked to C+L)
- Explore colour and texture with senses
- Experience using with tools: spreaders, scissors, pens, paint (supported)
- Fun with food - Experience baking activities / food tasting / sensory food tuff trays.
- Music sessions - Charanga
- Mahogany Opera - circus skills - supported

Daily opportunities for key learning (Vertical / Diagonal learning)

- Engage in/approach singing songs related to topic / story / seasons
- Access to chalk boards and mark making activities with large handled brushes, brooms, chalks and through Choice time focus trays (VP)
- Role play topic box and puppets
- Access to painting boards and mark making activities with large handled brushes
- Access to instrument tray (Choice - VP)
- Imaginative role play and small world (Choice)

Focus Teaching (Horizontal learning)

- Experience using with tools: scissors, spreaders, cutters, hole punch, clay tools (supported)
- Explore colour and texture with senses (music maestro session introduced - PP)
- Explore printing
- Observing marks made. Circles, lines, dots, faces.
- With support, engaging with props to help retell a story via sensory story sessions.
- Music sessions - Charanga
- Access to resources from Mahogany Opera to role play.

Daily opportunities for key learning (Vertical / Diagonal learning)

- Singing, music and movement - access to CD player and scarves.
- Draw and paint
- Access to a range of construction materials (Enhanced trays to support practice with tools: scissors, spreaders, cutters, hole punch, clay tools - adult to support)
- Access to creative roll play box (Choice)
- Access to small world and puppets (Choice)

Focus Teaching (Horizontal learning)

- Explore colour and texture through mixing (individual trays)
- Create colour and texture through mixing (individual trays)
- Music sessions with Keith (showing preferred songs)
- Rhyme time (copying and communicating in session at own level of ability)
- Junk modelling (with VP to use skills to cut, stick and connect)

<p><u>Parent Partnership</u></p>	<p>Week 1: Set up Teams and diaries. Learning Journal Feedback (Send home All About Me/ Parent Voice/Childs voice)</p> <p>Week 2: Reading Books weekly - Biff and Chip or picture book (adapted)</p> <p>Week 5: Parent Zoom Café Term 1</p> <p>Week 6: Learning Journal Feedback (Send home Parent Voice/Childs voice and letter for feedback)</p> <p><i>Where appropriate parents to share experiences for festivals</i></p>	<p>Week 1: Reading Books weekly - Biff and Chip or picture book (adapted)</p> <p>Week 3: Mother's day - Family and Friends</p> <p>Week 5: Easter concert (Church) Parent Zoom Café Term 2</p> <p>Week 6: Learning Journal Feedback (Send home Parent Voice/Childs voice and letter for feedback)</p> <p><i>Where appropriate parents to share experiences for festivals</i></p>	<p>Week 1: Reading Books weekly - Biff and Chip or picture book (adapted) Transitions</p> <p>Week 3: Fathers Day</p> <p>Week 5: Easter concert (Church) Parent Zoom Café Term 3 Coronation celebration for King Charles</p> <p>Week 6: Learning Journal Feedback (Send home Parent Voice/Childs voice and letter for feedback)</p> <p>Week 7: Family and parent BBQ?</p>
<p><u>Local Community</u></p>	<p>Birthdays Local Church link- to talk about celebrations Christmas</p>	<p>Local walks Visit to local shops Pancake Day Visit to butterfly house Lancaster</p>	<ul style="list-style-type: none"> • Eid al-Fitr experiences • Visit to local forest/wood • Train/Bus/Boat adventure to Windermere
<p><u>RRSA Links</u></p>	<p>Article 8 You have the right to be you! Article 12 You have the right to be listened to. Article 13 You have the right to say what you think! Article 14 You have the right to think for yourself and believe in what you want to.</p>	<p>Article 15 You have the right to join groups and make friends. Article 17 You have the right to find out information. Article 23 Children with a disability have the right to extra help if they need it. Article 28 & 29 You have the right to education. Article 31 You have the right to play.</p>	
<p><u>EfL Assessment</u></p>	<p>(First ½ term: Adults to observe and baseline. Reception Baseline) (Engagement for Learning Ongoing throughout) Phonics Assessment C+L Literacy Mathematics UTW</p>	<p>(Engagement for Learning Ongoing throughout) Phonics Assessment C+L Literacy Mathematics • UTW</p>	<p>(Engagement for Learning Ongoing throughout) Phonics Assessment • C+L • Literacy • Mathematics • UTW</p>

Children develop at different rates. We have a demanding curriculum for our children and all children will work towards this following their own individual targets for all areas of EYFS learning. Pupils will also be supported through their Pupil Passport, Communication Ladder, Progression Pathway and IEP targets. Assessment will be measured by observations of children in child initiated and adult directed activities.