

**Communication & Language:**

**All pupils will engage in individualised communication therapies, set by SALT, such as Intensive Interaction, Bucket Therapy, Joint Attention and implementation of PECS and BSL. These will have a daily focus with an adult on a 1:1 basis and in pairs or groups.**

*Pupils will be supported to:*

Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. [Intensive interaction]

Listen and respond to a simple instruction – visual prompts will be used to support where necessary and routines established.

Reach or point to something they want while making sounds.

Understand single words in context – ‘cup’, ‘milk’, ‘daddy’ – use these words verbally, signing or symbols.

Make themselves understood and be supported with frustrations when they cannot.

Show interest to a growing repertoire of songs, rhymes and stories.

**Class: Foxes Term: Spring Term [1] 2022 EYFS / Y1 Food**

**Personal, social and emotional development** *Pupils will be supported to*

Establish their sense of self.

Express preferences and decisions.

They also try new things and start establishing choices, likes and dislikes.

Engage with others through gestures, gaze and talk /signs / symbols.

Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

Begin to show ‘effortful control’. For example, waiting for a turn.

Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.

**Physical Development** *Pupils will be supported to*

Enjoy starting to kick, throw and catch balls.

Skip, hop, stand on one leg and hold a pose for a game like musical statues Develop manipulation and control Clap and stamp to music from a range of cultures. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.

Start eating independently and learning how to use a knife and fork

**Literacy** *Pupils will be supported to*

Enjoy songs and rhymes, tuning in and paying attention.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo - incorporating sound makers and instruments

Enjoy sharing books with an adult – based around a theme and with repeating text.

Pay attention and respond to the pictures or the words

Enjoy drawing freely – using a range of wet and dry media and tools.

Writing opportunities link to expressive arts and design.

Develop play around favourite stories using props

Phonics

Communication and language strategies are the initial phase of phonics and sound acquisition.

Hear phoneme and see grapheme for letter sounds within the Read Write Inc. programme [speed sounds set 1].

**Texts this term**

The very hungry caterpillar

Kitchen disco

Beans on toast

5 current buns rhyme

10 sizzling sausages

Pat-a-cake

**Mathematics:** *Pupils will be supported to*

Combine objects like stacking blocks and cups.

Put objects inside others and take them out again.

Take part in finger rhymes with numbers.

React to changes of amount in a group of up to three items

Climb and squeeze themselves into different types of spaces.

Build with a range of construction resources – incorporating size and texture.

Complete inset puzzles.

Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.

**Understanding the world:** *Pupils will be supported to*

Repeat actions that have an effect – using cause and effect toys, physical and vocal actions through play.

Explore materials with different properties – including temperature and texture variation.

Explore natural materials, indoors and outside – a particular focus on winter and seasons this term.

Use all their senses in hands-on exploration of natural materials.

Over this half term we aim to go on a local walk to the park / visit the local area on the school mini bus

**Expressive arts and design** *Pupils will be supported to*

Show attention to sounds and music incorporating movement.

Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.

Explore their voices and enjoy making sounds.

Join in with songs and rhymes, making some sounds.

Explore a range of sound makers and instruments and play them in different ways.

Notice patterns with strong contrasts and be attracted by patterns

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’

**Religious Education & Celebration Days:**

**(SMSCD/ RSE)**

Celebrations we will learn about celebration events through music, food and expressive arts incorporating:

Chinese New Year

St Valentines Day

Easter

**Parents please share celebrations that are personal to the pupils.**