

**Communication & Language:**

**All pupils will engage in individualised communication support, set by SALT, such as Intensive Interaction, Bucket Therapy, Joint Attention and implementation of communication boards 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 and respond to single words in context – use these words verbally, signing or symbols.

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

Respond to BANKS questioning through focused activities, play based learning and experiences.

**Class: Foxes Term: Summer Term 2022 EYFS / Y1 Outdoors and weather**

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

Use a range of communication techniques to express preferences and decisions.

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

Focus on how we play on their own, alongside or with other children and develop sharing a piece of equipment of space with our peers.

Develop turn taking with adult support and knowing what belongs to us personally and what is a shared toy at school.

Feel confident when taken out around the local neighbourhood and enjoy exploring new places.

Take care of our bodies and develop independence through dressing, hair brushing, teeth cleaning and hand washing.

**Over this term we will be supported ready for transitioning from Foxes class to our next class in our school journey.**

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

Enjoy throwing, catching and kicking activities.

Skip, hop, stand on one leg and hold a pose for a game like musical statues. Develop balance, manipulation and control. Clap and stamp to music from a range of cultures. 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 fork.

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

Enjoy songs and rhymes developing our levels of 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

Strategies linked to our pre phonics curriculum - learning through play / developing attention / developing listening / developing speaking / physical and sensory integration /forma of print / listening to stories and poems / phonological awareness.

**Texts this term**

We’re going on an egg hunt

Titch

Hello Goodbye

Photographs of celebrations from other cultures

Photographs of outdoor fun linked to parks, gardens and the weather.

Nursery rhymes and number rhymes linked to the outdoors

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

Combine objects

Take part in finger rhymes with numbers.

React to changes of amount in a group

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’.

Use gesture and language to explore concepts relating to capacity i.e. full, empty, pour

**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 in particular what can be found outdoors.

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

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

Over this term we aim to go to the park and Brookfields school on the school mini bus

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

Show attention to sounds and music incorporating movement – this will be linked to a range of cultures.

Anticipate phrases and actions in rhymes and songs / Enjoy and take part in action songs

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 - this will be linked to a range of cultures.

Make marks with increasing intent and purpose.

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

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

**Religious Education & Celebration Days:**

**(SMSCD/ RSE)**

**What special places are in my community? Our friends and Our World**

**Recall** some parts of religious stories from at least 2 religions

**Talk about** people and situations important to themselves within the school community. / in their families and community.

Our RE focus this term are Islam and Sikhism

Celebrations we will learn about celebration events through music, food and expressive arts incorporating: **Parents please share celebrations that are personal to the pupils.**

* Easter
* The Queens Jubilee