**Communication & Language: Engage in individualised communication therapies such as intensive interaction, Bucket Therapy, joint attention and implementation of PECS and BSL.**

Listening and attention

Experience moving body to music or a regular beat including using instruments. Use body movement and facial expression to show understanding and communicate. Listen to rhythmic patterns in rhymes/song. Enjoys rhymes and join in with actions or vocalisations.

Understanding

Copy and follow actions of others i.e. pointing and gesture Show understanding of single words in context, e.g. cup, ball, toy names.

Speaking

Blow bubbles / suck straws—develop mouth shapes. Use babble and vocalisations through play. Use gesture, sounds and words [single and short phrases] signs and symbols to communicate intentionally.



**Class: Foxes Term: Autumn Term [1] 2021 EYFS / Y1 Toys**

**Literacy**

**Reading**

Explore / identify / name character or objects linked to story / rhyme using visual supports. Handle a range of books with interest. Show interest in story / rhyme through expression/actions / joining in.

**Writing**

Engage in sensory play and mark making as early writing experiences—wet and dry incorporating textures. Make marks to represent an image or object—drawing picture*.* Develop fine and gross motor strength ready for writing through physical development activities, including small parts on themed toys.

Phonics

Hear phoneme and see grapheme for letter sounds within the read write in programme [speed sounds set 1]. Explore objects and see images with the initial focus letter sound.

**Mathematics:**

**Numbers**

Count and handle our toys one at a time.

Explore the concepts of more and less by hiding and finding favourite toys.

Build towers and structures using construction

Make groups and collections of toys including linking objects i.e trains

Join in actions and counting objects linked to number rhymes – introduction of Addition and subtraction concepts.

**Mathematics:**

**Shape Space and Measures**

Move and find our toys exploring prepositions i.e. on or behind.

Explore different sizes of the same toy and make simple comparisons.

Gets to know and enjoy daily routines—linked to school and transitions—understand that things might happen ‘now’ or next.

Using puzzles and cause and effect toys begin to name 2d shapes and colours.

Capacity opportunities through water play—concepts of full and empty.

**Physical Development**

**Health and self-care**

Try new food tastes and textures—through snack and food preparation.

Begin to help with dressing/undressing and hygiene routines

Eat finger foods within a new environment—develop a tolerance for food texture, smell and taste.

**Physical Development**

**Moving and handling**

Develop balance and co-ordination through climbing in/ on / under indoors and outdoors.

Develop fine motor skills and hand eye co-ordination i.e. through the use of construction, threading, dough manipulation.

Makes connections between our movement and the marks they make.

Use books for page turning— toys theme / pupil interest.

Use construction area and sensory media to show control in using tools.

**Personal, social and emotional development**

**Self confidence and self awareness**

**Explores new toys and environments, - school transition.** Enjoy finding own nose, eyes or tummy as part of naming games. Engage in pretend play with themed and own toys. Develop sense of individuality and independence—making own choices and doing things for self.

**Managing feelings and behaviour**

**Develop relationships with new school adults and use them to support, comfort and ease frustration and enhance learning.**

Cooperate with caregiving experiences such as dressing or changing – tolerate this within a new environment. Begin to understand ‘yes’, ‘no’ and some boundaries within the class setting.

**Making relationships**

Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth—joint attention Plays alongside others / tolerate their proximity. Communicate using self-chosen method to repeat experiences.

**Expressive arts and design**

**Exploring and using media and materials**

Hear and sing rhymes—use instruments to create sounds, move body to sound

Explore wet and dry sensory media using whole body and tools.

Connect resources to create models, structures or to complete toy.

Manipulate play dough and foam developing hand muscles and coordination.

Choose colours to paint / draw over an image or own representation.

Water play to incorporate hot and cold and pouring.

Focus on patterns and colours through presented toys.

Dance and twirl with streamers—gross motor development linked to writing

**Expressive arts and design**

**Being Imaginative**

Act out rhymes and stories with props and signing

Dress up in wet weather clothing—welly’s umbrella’s.

Role play—kitchen / shop / doctor’s surgery / bath dolly / bus role play

Use tools in construction area

**Life Skills- Understanding the World I Live in:**

**Starting school and exploring new environments.**

**Learning new routines and making relationships with staff and peers.** Recognising my reflection or face in a photograph or mirror and my name when it is spoken.

Recognise my own belongings that I bring to school or my own toy.

**Understanding the world:**

**The world**

Hide and find i.e. dolly under a cloth in the bed, bath, brush hair

Small world play——explore how they are used in different ways

Be outdoors and jump in puddles / experience being in the rain

Explore things that go up / over / through including selves

Rolling activities; rolling themselves rolling balls, soft play equipment.

Explore the texture of food to develop tolerance and express likes and dislikes.

**Technology**

Anticipates repeated sounds, sights and actions—joint attention activities.

Observe the result of action in cause and effect activities i.e. cluck clack track.

Explore toys with buttons, flaps and simple mechanisms.

Develop skills in turning on and operating equipment.

**Understanding the world:**

**People and communicates**

**Begin to understand school routines.** Engage in invitation to play—show awareness of the purpose of objects. Move from room to room within the school setting. Anticipate events in play. Learn / hear peer and staff names—show curiosity about others.

Look at and show recognition of familiar people from photographs of your families.

**Religious Education & Celebration Days:**

**(SMSCD/ RSE)**

Through a focus of Where do I belong? and Myself and celebrations we will learn about celebration events through music, food and expressive arts incorporating:

Harvest w/c 18/10

Parents to share celebrations that are personal to the pupils.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Theme** | **Book / Rhyme** | **Activities / Ideas** |
| 2/3 | **Our favourite toys** | Create class photo book | Set out range of toys daily to observe pupil interest  Focus on staff observing pupils / Baseline assessment  Mark making to draw own toy  Take photo of pupil with toy  Bucket therapy – stage 1 range of toys |
| 4 | **Construction toys** | Humpty Dumpty  Dig dig Dig | Shapes and colours focus  Set out a range of construction daily, use hats and tools  Matching boards to colours / patterns  Vehicles linked to construction – also use through sensory media i.e. foam, flour, cereals  Introduce character to construction i.e. play people / dinosaurs  Size comparison duplo blocks  Printing with duplo / blocks in shallow wet sand  Rhyme resources to re-enact / roll eggs / colour eggs sort finding in hidden paper |
| 5 | **Water toys** | Row row the boat  5 little Ducks | Floating and sinking Hot and cold opposites  Blow through a straw senses opportunity - create bubble print in paint  Bubbles  Washing hands focus  Water vehicles and animals i.e. frogs, ducks  Water sprays / tubes attach to fence [purchase]  Ensure water opportunities vary i.e. depth, with bubble bath , food colouring etc  Jump in puddles in welly’s |
| 6 | **Dolls** | Miss Polly had a dolly    That’s not my Doll book    People who help us non-fiction | Doctors Role play Family members – photos from home  Bath Dolly / dress / brush hair  Include different size dolls i.e. Barbie, small words characters  Gender differences and skin colours  Big and small comparisons  Pushing a pram – wheeled objects  Colouring / painting doll image - choices |
| 7 / 8 | **Wheels** | Wheels on the bus    The Train ride | Walk to see the bus pass school  Set out a range of wheeled toys – linking opportunities and size comparison  Include tracks i.e. click clack Push along different surfaces – ramps and tunnels etc Borrow wooden garage  Happy land town with bus  Bus addition and subtraction board game  Re-enact train ride – introduce small worlds i.e. farm and seaside sand play  Extended Family members – photos from home  Thomas the tank themed books  Trains – join and count carriages, name colours  Vehicle themed lotto and inset puzzles  Collage to create group train carriages for display? |
| 8 | **Harvest and**  **Autumn** | Non fiction photo—ppt  Dingle Dangle Scarecrow  Olivers Vegetables book | Oliver’s vegetables resources – sorting activities  Handle and collage / print with leaves  Go on an autumn walk  Continue after holidays if required for nature resources  Create moving limb scarecrow with real straw  Handle veg choices from the story |

**Collage / paint for bear display needs to be done alongside themed activities for books.**