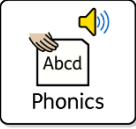


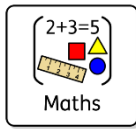






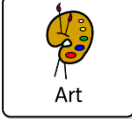
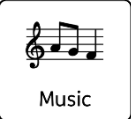


**Class:** Scarlett

**Topic:** Real Life Superheroes

 <p>Phonics</p>	 <p>Reading</p>	 <p>Writing/Mark Making</p>	 <p>Maths</p>	 <p>Science</p>	 <p>PSHE</p>
<p>I will join in phonics sessions, by using different 'Tuning into sounds'</p> <ul style="list-style-type: none"> <li>• What's in the box?</li> <li>• Voice sounds</li> <li>• Name play</li> <li>• Bertha the Bus</li> <li>• Play with sounds</li> <li>• blend from the box</li> <li>• Can you do the actions?</li> <li>• Can you touch your...?</li> <li>• What's that noise?</li> </ul> <p><b>Rhyme time</b> I will follow the Little Wandle programme, I will make different sounds, and copy actions.</p> <p>I will look at different letters each week, and practice saying them, reading them and writing them.</p>	<p><b>Reading</b> I will turn the pages of a book.</p> <p>I will find pictures in a book.</p> <p>I will say some words related to the book.</p> <p>I will read a story independently.</p> <p>I will have my reading book changed weekly, and read with an adult 1:1 three times a week.</p> <p><b>Sensory Story</b> I will engage in a story using props and request favoured items from the story using PECs.</p> <p>I will visit the library, and choose a book to take home.</p> <p><b>Whole class story</b> I will listen to a class story daily, as a group.</p>	<p><b>Write Dance</b> I will make sounds start to experiment with sounds I will recognise mark-making materials. I will tolerate tools in my hand to mark-make. I will make marks on paper and on other surfaces. I will make marks with a range of media. I will scribble spontaneously when given paper and mark-making materials. I will hold a pencil with sufficient grip and pressure to make marks on paper I will make circular shapes with a drawing too. I will start to show preference for one hand. I will show control of a writing implementation. I will use a dominant hand</p> <p><b>Sensory Play</b> I will develop tactile awareness as well as developing hand-eye coordination and opportunities to cross the midline.</p>	<p><b>Daily counting</b> I will take part in finger rhymes/songs with numbers. I will use numbers to 10 count forwards in 1s, from 0 to 10 I will Count backwards in 1s, from 10, to 0, I will count forwards in 1s, from a different starting number, within 10.</p> <p><b>Number/ Place Value</b> I will join in tapping and clapping along to simple rhythms. I will develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. I will model saying number names in order. I will practise saying number names in order.</p> <p><b>Pattern</b> I will show an interest in patterned songs, rhymes and movements. I will experience patterned objects and images. I will begin to predict what happens next in predictable situations. I will explore patterns involving 2 repeating colours. I will copy and continue simple patterns.</p> <p><b>Money</b> I will use money in real life experiences, in exchange for an item, while shopping</p>	<p><b>Sensology</b> I will take part in Sensology sessions using a variety of sensory materials and experience the different senses.</p> <p><b>Science experiments</b> I will take part in different science experiments related to people and communities (i.e the germ experiment, and how important it is to wash your hands)</p> <p>I will explore the glitter on my hands.</p> <p>I will imitate pretend play in everyday actions within continuous play.</p> <p>I will observe cause and effect.</p> <p>I will explore cause and effect toys.</p> <p>I will match picture to picture/object to picture/object to symbol</p> <p><b>Attention Everyone</b> I will take part in Attention Everyone sessions, linked to real life superheroes.</p>	<p><b>PHSE</b> I will take an active part in circle time.</p> <p>I will take turns during activities.</p> <p>I will recognise words linked to strong emotions – angry, sad, happy, excited etc.</p> <p>I will communicate things I like and don't like.</p> <p>I will continue to develop my independence in all activities.</p> <p>I will copy facial expressions, using a mirror.</p> <p>I will respond to facial expressions which represent different emotions or feelings.</p>

 <p>Food Technology</p>	 <p>Independence</p>	 <p>Physical Development</p>	 <p>PE</p>	 <p>Art</p>	 <p>Music</p>
<p>I will be able to make a drink- using symbols to request.</p> <p>I will make my own breakfast using symbols.</p> <p>I will make breakfast using cereal, and add milk</p> <p>I will look at symbols relating to the task.</p> <p>I will follow simple instructions, to become more independent.</p> <p>I will tolerate different textures and consistencies.</p> <p>I will taste different ingredients seeing if they like or don't like them.</p>	<p>I will continue learning how to put my own socks and shoes on.</p> <p>I will learn where my belongings are and know where to put them.</p> <p>I will continue to develop taking my own coat/jumper on and take it off with support</p> <p>I will follow the washing hands song and wash my hands before dinner.</p> <p>I will brush my teeth - using my own toothbrush and toothpaste.</p> <p>I will follow the Brush Bus song</p> <p>I will a total communication approach, during all lessons</p> <p>I will use cutlery in cookery/ dinnertime sessions to develop my independence, relying less on adult support.</p> <p>I will go shopping for ingredients to make my own breakfast.</p> <p>I will use my skills to put items into a bag.</p>	<p><u><b>Rooms</b></u></p> <p>I will take turns in the:</p> <p>Hedgehog Hideaway</p> <p>Discovery Park</p> <p>Sensory Room</p> <p>Movement Room</p>	<p>I will participate in PE sessions, with June, gradually gaining control of my whole body through continual practice of large movements.</p> <p>I will learn, practise, adapt and perform a range of simple dances based on popular nursery rhymes or movement songs, such as 'The Wheels on the Bus' or 'Head, Shoulders, Knees and Toes'.</p>	<p>I will make different crafts each week related to the topic,</p> <p>I will make my craft independently</p> <p>Week 1 - Doctor</p> <p>Week 2 - Dentist</p> <p>Week 3- Vet</p> <p>Week - 4 Fireman</p> <p><u><b>ICT</b></u></p> <p>I will be given the opportunity to take photos on an IPAD to express my own thoughts and ideas.</p> <p>I will explore other ICT aspects of ICT</p>	<p>I will choose an instrument to play.</p> <p>I will stop and start under adult direction.</p> <p>I will join in with familiar action songs.</p> <p>I will engage with familiar nursery rhymes.</p> <p>I will copy body sounds such as clapping and stamping feet</p>

	<p>I will carry items in a basket, wait in a queue, and then pay for the item.</p> <p>I will use new Makaton signs.</p>				
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