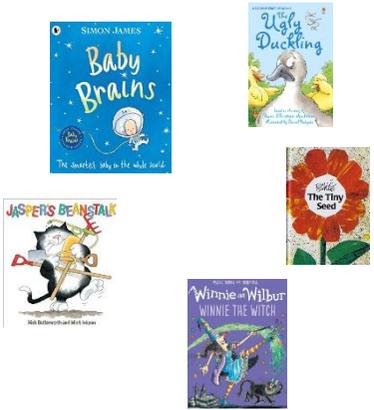


<p>Inspiration/Theme: <b>Growing and Changing</b></p>	<p>Curriculum Driver:</p>		
<p><b>Core texts/artefact/film</b></p>	<p><b>Provocation -Inspire, Immerse</b></p>	<p><b>Role-play</b></p>	<p><b>Sensory Learning experiences</b></p>
<p>The Ugly Duckling Baby Brains The Tiny Seed Jasper's Beanstalk Winnie's Magic Wand</p> 	<p><b>Super Starter</b> Variety of self- portraits based on photos of children as babies and as they grow and change and looking at different artist's work. <b>Trips/Visitors/Marvellous Middle</b> Create a timeline of personal details including ages, birthdays, shoes sizes, height, weight, hand span, eye colour. <b>Celebration</b> Invite parents to join us on a walk around the local environment to investigate similarities and changes. Collect small natural treasure to use to create portraits.</p>	<p><b>The shoe shop</b> Role play linked to maths and social skills.  <b>Key questions</b> How can I help you? What sort of shoes are you looking for? What size shoes do you need? <b>Key vocabulary</b> Same, different, height, length, size, colour, how much</p>	<p><b>Sensory area</b> to be made available to children at all times to provide opportunities to.....  ....engage in activities that fulfil their hypo/hyper sensory sensitivity needs ... explore the environment through the senses ..... provoke and encourage communication to enable them to share their experiences.</p>
<p><b>English</b></p>	<p><b>Maths</b></p>	<p><b>Speech, Language and Communication</b></p>	
<p><b>Outcome of learning:</b> To be able to follow and recreate a structure of non-fiction writing including lists and instructions</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- to listen to texts with increasing attention and recall.</li> <li>- to respond to texts by answering questions such as Where is this? What is this? Who is this? What is he/she doing?</li> <li>- To write a list, follow and write instructions</li> <li>-</li> </ul> <p><b>In addition, children will be following daily focused learning programmes to develop basic reading and writing skills linked to individual targets.</b></p> 	<p><b>Outcome of learning:</b> To be able to identify, name, match and know the values of a variety of coins. To compare heights, lengths, weights. To order and plot ages, heights, months</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- to use coins to represent a value</li> <li>- match coin values to numerals</li> <li>- to count money in 1s, 2s, 5s and 10s</li> <li>- to relate number bonds to 10 to monetary values E.g. how many ways can you make 10p using coins and Numicon.</li> <li>- to use standard and non- standard units of measurement to measure height, weight, hand span etc.</li> <li>- to sort using a variety of criteria including colour, size, and shape</li> </ul> <p><b>In addition children will be following daily focused learning programmes to develop basic maths skills linked to individual targets.</b></p> 	<p><b>Outcome of learning:</b> To develop their social communication skills to enable them to ask for help, indicate needs and identify emotions expressed through facial expression.</p> <p><b>Key Skills:</b> Children will learn ....</p> <ul style="list-style-type: none"> <li>- how to greet someone appropriately focusing on their tone, language, proximity and facial expression</li> <li>- to use a wider range of vocabulary, encouraged, modelled and supported by adults in all activities.</li> <li>- to use visual support cards effectively to make needs known.</li> <li>- to cooperate with others and extend language skills through role play and drama.</li> </ul> <p><b>In addition children will be working on specific speech and language targets set by the Speech and Language therapist both in class and on a one to one basis throughout the week.</b></p>	

Understanding of the world	Physical development	Expressive arts/design	Personal, social and emotional
<p><b>Outcome of learning:</b></p> <p>Children to talk about ways in which they are the same and different to one another. To notice their own environments and discuss key features.</p> <p><b>Key Skills:</b></p> <p>Children will learn ....</p> <ul style="list-style-type: none"> <li>- how to describe themselves</li> <li>- ways of measuring and comparing personal features</li> <li>- how people and environments change over time</li> <li>- to describe what plants and people need to thrive.</li> <li>- about what is important to each other to create a class one page profile.</li> <li>- to observe changes to ingredients during the cooking process.</li> </ul> 	<p><b>Outcome of learning:</b></p> <p>Children to experience a variety of physical activities including sensory circuits, swimming and games to develop balance, coordination, sensory awareness and understanding how to stay safe.</p> <p>Children change for PE with increasing independence</p> <p>Children to use knives and forks to eat to and develop independence to tie laces, buckle shoes and other fastenings</p>  <p><b>Key Skills:</b></p> <p>Children will learn ....</p> <ul style="list-style-type: none"> <li>- how to keep safe near water and enter and exit the pool safely</li> <li>- how to move, float and sink in water using a variety of buoyancy aids.</li> <li>- how to balance on beams, throw objects accurately and jump, land and roll safely.</li> </ul>  <p>Where appropriate children will be encouraged to join their mainstream classes for PE sessions</p>	<p><b>Outcome of learning:</b></p> <p>Children to reinforce counting, phonics, sequencing and communication skills through a variety of action songs and rhymes.</p> <p>Children to have opportunities to use a variety of media and tools to create their own self-portraits and participate in 'Big Outdoor' art projects to improve the outdoor learning environment.</p> <p><b>Key Skills:</b></p> <p>Children will learn ....</p> <ul style="list-style-type: none"> <li>- to join in with singing and perform actions to support the words.</li> <li>- to experiment with and choose media to create portraits and 'big outdoor art</li> </ul>	<p><b>Outcome of learning:</b></p> <p>Children to begin to understand the concepts of now, next, wait and turn taking supported by visual prompts.</p> <p>Children to recognise simple facial expressions and begin to understand how certain situations might make others feel.</p>  <p><b>Key Skills:</b></p> <p>Children will learn ....</p> <ul style="list-style-type: none"> <li>- to share, take turns and wait by participating in a variety of adult led games and activities that encourage these skills</li> <li>- to recognise and name facial expressions and give reasons as to why people might be feeling this way. Use Transporters DVD to support.</li> <li>- to use visuals and social stories to support their understanding of appropriate social behaviours and situations.</li> </ul>

**Home School Links**

**Weekly Home Learning:** Please keep reading to your child. It's really important that they experience the rich language of story books that they are not able to read themselves yet. Please find 5 minutes a day to listen to your child read a few pages of their reading book, talk about what is happening in the pictures, practise letter sounds and key words and counting activities. Once the children have settled into the new year we would like to invite parents and carers to join us for a local walk and activities back at school. Look out for the invitations the children will be making and sending to you over the next few weeks.

It is always lovely to share experiences that the children have at home too and we look forward to reading about these in their learning journals.

**PE:** Sessions will now take place on Wednesday and Friday and Swimming will continue on Tuesdays. Please make sure a named PE kit including shorts, t shirt and daps is kept in school.

Our door is always open so please don't hesitate to speak to us if you have any questions or concerns. Where possible it is always much easier for us to find time to talk at the end of the day.

Thank you all for your continued support. We are delighted to have Mrs Edwards joining us this year and look forward to working together as a team with you all.

