

Inspiration/Themes: Journeys	Curriculum Drivers: Variety of picture books linked to journeys and transport			
Core texts/artefact/film	Provocation -Inspire, Immerse	Role-play	Sensory Learning experiences	
<p>Mr Gumpy's Outing by John Burningham </p> <p>Where the Wild things are by Maurice Sendak </p> <p>We're going on a Bear Hunt by Michael Rosen </p> <p>Whatever Next by Jill Murphy </p>	<p>The Journey by Scott Man and Neil Griffiths </p> <p>Journey by Aaron Becker </p> <p>Train by Mike Vago </p> <p>The Jumblies by Edward Lear</p>	<p>Super Starter Planning for our trip to Longleat - reading maps/ identifying features/ sounds/ smells/sequences/symbols/managing our emotions/ waiting.</p> <p>Trips/Visitors/Marvellous Middle Making a river incorporating dams, water falls, lakes, rock pools</p> <p>Trip to Roche Court Sculpture Park, Salisbury KS2</p> <p>Celebration Trip to Cotswold Water park</p>	<p>Train station/ ticket office/ airport Role</p> <p>Key questions Please can I have? How much does it cost....? I would like to go to? What time does the train/ boat leave?</p> <p>Key vocabulary Nouns: Train, bus, boat, car, boat, barge, waterfall, lake, sea, river Verbs: Travelling, floating, riding, driving, sailing, stopping, slowing, gliding, bashing, bobbing, tumbling, swaying, drifting Adjectives: Peaceful, calm, still, busy, Adverbs]: Swiftly, gently, calmly, badly, strangely, nearly,</p>	<p>Sensory experiences to be made available to children at all times to provide opportunities to.....</p> <p>....engage in activities that fulfil their hypo/hyper sensory sensitivity needs</p> <p>... explore a variety of liquids e.g. gloop, ice, foam, jelly, floating, sinking, dissolving, explosions</p> <p>..... provoke and encourage communication to enable the sharing of experiences.</p>
English	Maths	Speech, Language and Communication		
<p>Outcome of learning: To be able to describe and share experiences of moving from one place to another and their feelings this evoked To use language and vocabulary associated journeys To join in with repeated refrains and anticipating key events Begin to be aware about how stories are structured and suggesting how a story might end. Describe main story settings, events and principle characters To use Talk4writing techniques to learn to recite the openings and repeated refrains of stories and use as a model for independent writing.</p> <p>Key Skills: Children will learn</p> <ul style="list-style-type: none"> - to respond to texts by answering questions such as Where is this? What is this? Who is this? What is he/she doing? - To be able to compose/ write simple sentences to describe a picture or event. - <p>In addition children will be following daily focused learning programmes to develop basic reading and writing skills linked to individual targets.</p>	<p>Outcome of learning: To use everyday language related to money. To understand the value of coins and use practically to pay for items in the role play area. To anticipate specific time-based events e.g. mealtime/home time. To measure short periods of time in simple ways e.g. How long does it take to walk to the toilet? Use everyday language related to time e.g. soon, later, in a minute, tomorrow, yesterday, now, next and begin to under the passing of time in context. To begin reading times on analogue clocks</p> <p>Key Skills: Children will learn</p> <ul style="list-style-type: none"> - To be able to recognise a variety of coins and know their value - Recognise numerals on coins and understand that the concept of the value of each coin. - To use a clock to identify significant times of the day. - To tell o'clock, half past and quarter past and to on an analogue clock. <p>In addition children will be following daily focused learning programmes to develop basic maths skills linked to individual targets.</p>	<p>Outcome of learning: To develop social communication and interaction skills to enable children to ask for help, indicate needs and identify and describe emotions.</p> <p>Key Skills: Children will learn</p> <ul style="list-style-type: none"> - To identify action words - To understand who, what, where - To develop understanding of simple concepts e.g. big, little, long, short - To listen and respond to ideas expressed by others in conversation or discussion. - To use different types of everyday words (nouns, verbs and adjectives) - Begin to ask simple questions - Begin to use more complex sentences to link thoughts e.g. 'and, 'because' - To recall and relive past experiences. - how to greet someone appropriately focusing on their tone, language, proximity and facial expression - to use a wider range of vocabulary, encouraged, modelled and supported by adults in all activities. - to use visual support cards effectively to make needs known. <p>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.</p>		

Understanding of the world /Science/Geog/DT	Physical development	Expressive arts/design	Personal, social and emotional development
<p>Outcome of learning: Children to understand that people and animals, start as babies and grow into adults Be able to use simple compass directions and locational and directional language to describe the location of features and routes on a map e.g. next to, opposite, behind, under, over, on top of, in front of, near, far...</p> <p>To understand that we will encounter a number of journeys throughout our life enabling us to move from one place to another for a variety of reasons.</p> <p>Key Skills: Children will learn</p> <ul style="list-style-type: none"> - how different animals, including humans, grow and change. - to describe the changes in development they have experienced and those they will encounter in the future (compare baby photos with now, describing the things they have learnt to do since they were babies) - about different modes of transport and have opportunities to explore how vehicles move, push, pull, roll, fly, sail, glide and float. - to read, interpret and create simple maps to show a journey from one place to another and identify features along the way. 	<p>Outcome of learning: Children to have experienced a variety of physical activities including sensory circuits, swimming, horse riding (Y2-6), yoga and games to develop balance, coordination, sensory awareness and understanding how to stay safe and reduce anxieties. Children change for PE with increasing independence</p> <p>Key Skills: Children will learn</p> <ul style="list-style-type: none"> - to negotiate space successfully - how to keep safe near water and enter and exit the pool safely - how to move, float and sink in water using a variety of buoyancy aids. - how to balance on beams, throw objects accurately and jump, land and roll safely.     <p>Where appropriate children will be encouraged to join their mainstream classes for PE sessions</p>	<p>Outcome of learning: Key Skills: Children will learn</p> <p>Experience and create sensory journeys and using a variety of mediums including texture, smell, taste, pattern, sound</p> <p>Key Skills: Children will learn.....</p> <ul style="list-style-type: none"> - Children will learn that a journey has a start, middle and finish and that you experience it sequentially. - to anticipate start and finish and understand that a journey takes time to undertake. - how different sounds can be created that are different in timbre, length and pitch - that substances can be dry, wet, soft, hard, sticky, cold, hot And use adjectives to describe the sensations they feel. 	<p>Outcome of learning: Learner to initiate playing a game during playtime, modelled by staff rounding other children to play the game. Children to play the game and engage other children in the process without adult support. Games such as Farmers in the Den, Duck, duck, goose, variations of tag Children to have begun to understand the concepts of now, next, wait and turn taking supported by visual prompts.</p> <p>Key Skills: Children will learn</p> <ul style="list-style-type: none"> - to share, take turns, wait, anticipate, negotiate, choose, initiate, to be able to win and lose. by participating in a variety of adult and child led games and activities that encourage these skills (See equals curriculum play and leisure).
<p>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, practise their key words and letter sounds, counting and number skills. PE: Children will have outdoor PE sessions every Wednesday afternoon and sensory circuits on Friday mornings so PE kit (T shirts, shorts and daps or trainers need to be kept in school) Swimming will continue on Tuesday afternoons. Children who participate in riding lessons on Thursday mornings will need to wear long trousers, wellies and waterproofs if wet. Please can you ensure that all uniform is named so that we can ensure everyone has the right jumper, PE kit etc Please come and speak to us if you have any questions or concerns as our door is always open. 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.</p>			