

Independence and Community	Personal, Social and Emotional Development	Physical Development
Life Skills Personal care and hygiene – independent toileting skills, hand washing sequence Dressing and appearance – independently putting coats and shoes, wiping faces after eating Home management – keeping a tidy classroom, hanging up coats, tidying shoes RE Inclusion Identity Belonging	PSHE Self-care Support Safety Emotional Regulation Sensory circuits and OT programmes Learning breaks and walks Opportune moments throughout the school day using visual aids where appropriate	OT Daily sensory circuits Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate) PE Developing essential physical skills such as balance, coordination and control whilst using wheeled apparatus. Aiming to build confidence in their

Spring 1 Cycle B

Topic Name – Pirates

Foci – Pirate ships and the sea, treasure and sand, pirate clothes and parrots

Learning and Problem Solving		Interests and Play	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Early reading through the use of: <ul style="list-style-type: none"> Sensory stories Trips to the school library See and Learn Early phonics through the use of: <ul style="list-style-type: none"> Sound exploration and discrimination Visual discrimination Communication and language through the use of: <ul style="list-style-type: none"> PECS ALD boards Nursery rhymes Early writing through the use of: <ul style="list-style-type: none"> Daily fine motor skills activities Daily gross motor skills activities Mark making activities 	Early number through the use of: <ul style="list-style-type: none"> Number songs and rhymes Counting with 1:1 correspondence Early data handling skills through the use of: <ul style="list-style-type: none"> Puzzles, matching Sorting Races Early measure skills through the use of: <ul style="list-style-type: none"> Sequencing Puzzles Comparing Shape sorters Early problem-solving skills through the use of: <ul style="list-style-type: none"> Puzzles, shape sorters Matching shapes, Putting objects in/out of containers/ wallets 	Engages with the weather and related activities associated with the seasons with supported participation Engages with the natural world around them with supported participation Engages with objects, open-ended activities, resources and sensory experiences with supported participation Engages with familiar activities, games and experiences with supported participation Engages with stories about people, places and nature with supported participation and is interested in photographs of themselves with these (e.g. wearing pirate hats or going on a treasure hunt in nature) Beginning to play alongside others with support Notices detailed features of objects in their environment e.g. when on a treasure hunt Engages with mechanical toys, turns a knob on a wind up toy or pulls back on a friction car with supported participatio	Holds mark making tool using a whole hand (palmar) grasp and scribbles with different strokes Move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Creates and experiments with blocks, colours and marks Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds Shows curiosity about how things work, for example looks closely at the parts of a mechanical toy Builds simple structures Screws and unscrews toy nuts and bolts

Ongoing interventions – Individualised SCERTS targets, Bucket Time, TACPAC, HandyPac, Sensology, Sensory Diets, Speech and Language and OT Plans, Intensive Interaction, TEACCH