

Independence and Community	Personal, Social and Emotional Development	Physical Development
Life Skills My social self – coping with change, transitions, problem solving and thinking My personal care and health – personal hygiene and care, dressing and appearance, home management My safety – safety at home and school, safety with people, personal information RE	PSHE Health and wellbeing Relationships Living in the wider world Emotional Regulation Sensory circuits and OT programmes Learning breaks and walks Opportune moments throughout the school day using visual aids where appropriate Greetings	OT Daily sensory circuits Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate) PE Handle, roll and throw objects Engage in play and sensory based experiences Develop coordination and control Develop confidence and independence in new skills

Autumn 1 Cycle B

Topic Name – Once Upon a Time Foci – Goldilocks, The Three Little Pigs, The Gingerbread Man

Learning and Problem Solving	Interests and Play
Literacy	Expressive Arts and Design
Early reading through the use of: - Sensory stories - Trips to the school library - See and Learn Early phonics through the use of: - Sound exploration and discrimination - Visual discrimination - What's in the box? Communication and language through the use of: - PECS - ALD boards - Nursery rhymes Early writing through the use of: - Daily fine motor skills activities - Daily gross motor skills activities - Mark making activities	Mathematics Early number through the use of: - Number songs and rhymes - Matching - Counting with 1:1 correspondence - Number recognition activities Early shape skills through the use of: - Puzzles - Matching - Threading - Fine motor activities - Differentiating colour - Exploring pattern and symmetry
Understanding the World Show curiosity about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them Enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. When asked, can show simple body parts on self by pointing at them on self or others Show curiosity and interest in exploring new and familiar experiences in nature: grass, mud, puddles, plants, animal life Match parts of objects that fit together, e.g. puts lid on teapot Uses understanding of cause and effect, for example straightens a tower if it starts to wobble	Expressive Arts and Design Explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds
Ongoing interventions – Individualised SCERTS targets, Bucket Time, TACPAC, HandyPac, Sensory Diets, Speech and Language and OT Plans, Intensive Interaction, TEACCH	