

Independence and Community	Personal, Social and Emotional Development	Physical Development
<b>Life Skills</b> My social self – problem solving and thinking My personal care and health – home management My safety – personal information  <b>RE</b> Being Merciful and Forgiving	<b>PSHE</b> Self-care Support Safety  <b>Emotional Regulation</b> Sensory circuits and OT programmes Learning breaks and walks Opportune moments throughout the school day using visual aids where appropriate	<b>OT</b> Daily sensory circuits Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate)  <b>PE</b> Movement and dance – performing a range of coordinated action

**Summer 1 Cycle B**  
**Topic Name – On Safari**  
**Focus – Dear Zoo, Doing the Animal Bop**

Learning and Problem Solving		Interests and Play	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Early reading through the use of:</b> <ul style="list-style-type: none"> <li>- Sensory stories</li> <li>- Trips to the school library</li> <li>- See and Learn</li> </ul> <b>Early phonics through the use of:</b> <ul style="list-style-type: none"> <li>- Sound exploration and discrimination</li> <li>- Visual discrimination</li> </ul> <b>Communication and language through the use of:</b> <ul style="list-style-type: none"> <li>- PECS</li> <li>- ALD boards</li> <li>- Nursery rhymes</li> </ul> <b>Early writing through the use of:</b> <ul style="list-style-type: none"> <li>- Daily fine motor skills activities</li> <li>- Daily gross motor skills activities</li> <li>- Mark making activities</li> </ul>	<b>Early number through the use of:</b> <ul style="list-style-type: none"> <li>- Number songs and rhymes</li> <li>- Counting with 1:1 correspondence</li> </ul> <b>Early money, pattern and capacity skills through the use of:</b> <ul style="list-style-type: none"> <li>- Exchanging symbols/money</li> <li>- Role play</li> <li>- Matching</li> <li>- Sorting</li> <li>- Filling and emptying</li> <li>- Intensive interaction</li> <li>- Puzzles and shape sorters</li> <li>- Stacking objects</li> <li>- Lola Listening</li> <li>- Mark making in sensory-based activities</li> </ul>	<b>People and Communities</b> Awareness of others – animal roleplay and games  <b>The World</b> Investigating habitats (EG grass, sand, water)  <b>Technology</b> Mechanics – remote control cars	<b>Creating with Materials</b> Bug hotels and habitats – 3D structures using natural and recycled materials  <b>Being Imaginative and Expressive</b> Using our mouths to create and record animal sounds – digital music
Ongoing interventions – Individualised SCERTS targets, Bucket Time, TACPAC, HandyPac, Sensology, Sensory Diets, Speech and Language and OT Plans, Intensive Interaction, TEACCH			