

Independence and Community	Personal, Social and Emotional Development	Physical Development
<b>Life Skills</b> My play – tolerating presence of adults and children, anticipating and initiating play Meals and dining – choosing snacks, locating food and drink items, preparing snacks Road safety – stop and go games, role play on playground <b>RE</b> Sharing and being generous Reflection Peace, mindfulness	<b>PSHE</b> Health and wellbeing Relationships Living in the wider world  <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> Developing gross motor skills through exploration, climbing and balancing on large apparatus while enhancing body awareness and sensory integration

### Autumn 2 Cycle B

#### Topic Name – Fun Festivals

#### Foci – Bonfire Night, Seasonal Change, Diwali, Christmas

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> <li>- What's in the box?</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 skills through the use of:</b> <ul style="list-style-type: none"> <li>- Puzzles, matching</li> <li>- Role play</li> </ul> <b>Early pattern skills through the use of:</b> <ul style="list-style-type: none"> <li>- Puzzles</li> <li>- Matching</li> <li>- Printing and mark making</li> <li>- Sequencing</li> </ul> <b>Early capacity skills through the use of:</b> <ul style="list-style-type: none"> <li>- Tipping and pouring</li> <li>- Adults modelling language EG full, empty</li> <li>- Puzzles, matching activities</li> </ul>	Show curiosity about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them Show interest in photographs of themselves and other familiar people and objects Have a sense of own immediate family and relations and pets In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Learn that they have similarities and differences that connect them to, and distinguish them from, others Anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times	Explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Notice and become interested in the transformative effect of their action on materials and resources Use mirrors and improvises actions they have observed, e.g. clapping or waving Enjoy and respond to playing with colour in a variety of ways, for example combining colours
Ongoing interventions – Individualised SCERTS targets, Bucket Time, TACPAC, HandyPac, Sensology, Sensory Diets, Speech and Language and OT Plans, Intensive Interaction, TEACCH			