

Independence and Community	Personal, Social and Emotional Development	Physical Development
<p>Life Skills My play and leisure – leisure activities, likes and dislikes, favourite things My independence – exploring money, shopping, exchanging My travel – keeping safe outside, modes of transport, going on a journey</p> <p>RE Caring for others, the animals and the environment – exploring the world using the senses, exploring how Sikhs care for nature, exploring Jewish beliefs, caring for others</p>	<p>PSHE Mine and others’ belongings, privacy, expressing emotions</p> <p>Emotional Regulation Sensory circuits and OT programmes Learning breaks and walks Opportune moments throughout the school day to begin to understand emotion using visual aids where appropriate Mindfulness sessions</p> <p>Opportunities to develop social skills through sessions such as greetings, meal times, turn taking skills sessions and through the continuous provision activities on offer</p>	<p>PE Large apparatus: Balances, jumps and lands from different heights</p> <p>OT Sensory circuits Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate) Access to regulation support tools and resources, such as sensory spaces, fidgets and dark tents</p> <p>Opportunities to develop gross motor skills through accessing parachute play, playground equipment and outside spaces</p>

Oaks Curriculum Overview – Spring 2, Cycle B

Topic Name – What’s on my Plate?

Foci/daily sensory stories – Spot Goes Shopping, 5 Currant Buns, 5 Fat Sausages

Learning and Problem Solving		Interests and Play	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Early reading through the use of:</p> <ul style="list-style-type: none"> - Daily sensory stories - Trips to the school library - Visual discrimination <p>Early phonics through the use of:</p> <ul style="list-style-type: none"> - Sound exploration and discrimination - Visual discrimination - What’s in the box? - Familiar songs and rhymes <p>Early writing through the use of:</p> <ul style="list-style-type: none"> - Daily fine motor skills activities - Daily gross motor skills activities - Mark making activities <p>Language and communication is threaded throughout every aspect of the curriculum through a total communication approach; constant and consistent use of PECS, ALD boards, symbols, signs and spoken word. 1:1 SaLT and PECS sessions to work on individual targets throughout the week</p>	<p>Early number through the use of:</p> <ul style="list-style-type: none"> - Number songs and rhymes - Matching - Counting with 1:1 correspondence - Number recognition activities <p>Early space, shape and measure skills through the use of:</p> <ul style="list-style-type: none"> - Puzzles and insets - Matching - Threading - Position and direction games - Exploring colour - Exploring pattern and symmetry 	<p>Through activities linked to the topic, children will develop an understanding of the world around them by:</p> <p>People and Communities Awareness of self – likes and dislikes</p> <p>The World Where food comes from – planting and growing</p> <p>Technology Role play – technology in the home</p>	<p>Through activities linked to the topic, children will explore and develop skills in music, art and creative movement by:</p> <p>Creating with Materials Engaging the senses – using food</p> <p>Being Imaginative and Expressive Using our mouths and bodies to make sounds</p>

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