

Independence and Community	Personal, Social and Emotional Development	Physical Development
Life Skills My play and leisure My independence My travel RE Being Merciful and Forgiving	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 Using large apparatus, balances, jumps and lands from different heights. The unit will focus on safe jumping and landing techniques, as well as balance and spatial awareness, enabling pupils to confidently engage in physical activities that may otherwise present sensory and motor challenges.

Spring 2 Cycle B

Topic Name – Food, Glorious Food

Foci – Ketchup on your Cornflakes, The Carrot that Could, My Magic Soup

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 position, shape and colour skills through the use of: <ul style="list-style-type: none"> - Puzzles - Matching - Sorting - Hiding motivating items in/out/under other items - Mixing colours - Stacking objects - Lola Listening 	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 with supported participation and is interested in photographs of themselves with these (e.g. photograph books of children tasting foods) Engages in pretend play, imitates everyday actions and events from own family and cultural backgrounds with supported participation e.g. making different foods and sharing together Learn that they have similarities and differences that connect them to and distinguish them from others e.g. favourite foods Match parts of objects that fit together e.g. put lids on teapot	Holds mark making tool using a whole hand (palmar) grasp and scribbles with different strokes 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 Sing/vocalise whilst listening to music or playing with instruments/sound makers Recognises and joins in with songs and actions, for example 'The Wheels on the Bus' Creates and experiments with blocks, colours and marks Use 3D and 2D structures to explore materials and/or to express ideas Enjoy and respond to playing with colour in a variety of ways, for example combining colour