

English/ Sensory Stories

Healthy Living

- **Stomp** - By Uncle Ian Aurora
- **Brush, Brush, Brush** - by Alicia Pardon
- **The Very Hungry Caterpillar** - by Eric Carle

Maths

- **Comparison:** The children will build on their understanding of the composition of numbers by investigating the composition of 4 and 5. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 4 can be composed of 1 and 3 and 5 can be composed of 3 and 2.

Sensory

- Tries a new food willingly when offered by a familiar member of staff
- Feels the temperature of food before and then after it has been heated
- Accepts a larger range of food
- Plays 'statues', stopping as the music stops



Self, Social, Emotional and Mental health

Social Affection:

- Communicates with a member of staff by greeting them verbally or physically
- Shares an activity with a peer when prompted
- Indicates the need for help with words, gestures, or symbols

Emotional Affection:

- Responds to praise with positive facial expressions when successfully completing a task
- Calms down and returns to an activity when a problem is resolved
- Communicates about an issue that affects them

Communication and Interaction

Attention skills:

- Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue or auditory clue
- Takes part in a simple one-to-one listening game
- Passes an object when asked
- Copies a simple three beat rhythm

Communication Preference & Choice:

- Gestures to a member of staff to attract attention when not engaged in a task
- Expresses their independence by confidently initiating activities when playing i.e. requesting materials and media they need.

Interaction:

- Communicates with a member of staff using some elements of conventional communication (accurately or not)
- Understands 30 spoken words, signs, or symbols
- Expresses simple prepositions correctly
- Communicates 'Yes' and 'No' using words, signs, or symbols appropriately

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Specialist Classroom

Functional Movement

Fine motor skills

- Brushes their teeth with help
- Begins to use a tripod grasp
- Holds an object with a tripod grip
- Brushes their teeth thoroughly only with supervision
- Snips with scissors

Gross Motor Skills:

- Attempts to put on socks
- Jumps forward 10 centimetres or more
- Jumps over a 5cm high hurdle or obstacle

Cognition and learning

Making connections

- Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item
- Performs actions by trial and improvement when experiencing failed attempts
- Identifies common objects by pointing/looking at them when they have been named
- Points to pictures on request
- Identifies their body parts by pointing to them when asked by a member of staff
- Communicates "Me" and "Mine" to identify possession when objects are introduced/taken away