

English/ Sensory Story Materials

- Everyday Materials (Ways into science) - By Peter Riley
- The Three Little Pigs
- Not a box - by Antoinette Portis

Maths

- **Counting:** To find out 'how many' objects there are. They will also practise developing 1:1 correspondence, by counting numbers at the same time as moving or tagging the objects. A key focus is deepening their understanding of 5 as a quantity by linking the number itself to the 5 fingers on one hand.
- **Comparing :** The children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal.
- **Comparison:** The children will build on their understanding of the composition of numbers by investigating the composition of 3, and . Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 3 can be composed of 1 and 2.

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
- Identifies common objects by pointing/looking at them when they have been named
- Identifies letters and symbols, demonstrating an understanding that they convey a meaning
- Answers yes/and no questions using symbols when working with a member of staff
- Requests desired objects via photographic means when communicating with a member of staff
- Communicates using positional language, e.g. the ball is in the box

Functional Movement

- **Fine motor skills:**
 - Begins to use a tripod grasp
 - Holds an object with a tripod grip
 - Turn a screw toy to the left and right
 - Snips with scissors
- **Gross Motor Skills:**
 - Attempts to put on their socks
 - Attempts to put on their shoes
 - Jumps using two feet together
 - Plays sending and receiving ball games with a member of staff



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Specialist Classroom

Sensory

- Moves to music with enjoyment when familiar songs are played
- Touches a range of textures without protest when provided with different foods
- Listens and responds to simple information or instructions, e.g. 'Ben, put on shoes'
- Feels the texture of surfaces
- Identifies some familiar environmental sounds when listening to recordings
- Communicates about textures
- Finds materials with a specific property, e.g. feels different objects in the garden to find a collection of rough items

Communication and Interaction

Attention skills:

- Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue or auditory clue
- Completes a simple task when requested, e.g. puts their cup in the sink when asked
- Goes to a requested place i.e. book corner/ door
- Concentrates during independent exploration for ten minutes

Communication Preference & Choice:

- Initiates social games by taking a proactive role when engaging with a member of staff, e.g. hides their face and reveals it to start peek-a-boo
- Expresses their independence by confidently initiating activities when playing
- Communicates likes or dislikes using words, signs, or symbols
- Communicates 'Hello' using words, signs, or symbols

Interaction:

- Responds to the words 'You', 'Yours', 'Me', and 'Mine' appropriately
- Imitates words, signs, or symbols of 5- 10 objects
- Takes their turn in a staff-led group game
- Communicates 'Yes' and 'No' using words, signs, or symbols appropriately

Self, Social, Emotional and Mental health

Social Affection:

- Imitates the expressions and actions of others during interactive play
- Shares an activity with a peer when prompted
- Indicates the need for help with words, gestures, or symbols

Emotional Affection:

- Indicates a preference when provided with two pictures/symbols of equally liked items
- Demonstrates an awareness of other people's feelings
- Expresses their independence by confidently initiating activities when playing