

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ Links/ Possible Interests	Myself Our School My Family Autumn Harvest Festival Halloween	Food & Celebrations Bonfire Night Diwali Advent Hannukah Christmas New Year	People Who Help Us Chinese New Year Pancake Day	Colour & Pattern Careers Week Mother's Day Easter Science Week World Book Day	Growing Earth Day	Under the Sea EYFS Graduation Father's Day Arts Week Sports Week Holiday's Transition
<b>Communication &amp; Language</b>  Circle time activities 1:1 intervention SALT plans Stories Singing Intensive Interaction Curiosity Programme Attention Autism Shared group times Whole school activities	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> <p>Communication &amp; Language is developed throughout the year on an individual basis for each child. There are many factors that are to be considered on an individual basis. Communication targets from children's EHCP's are worked on and are broken down into smaller, achievable targets through children's Personalised Learning Goals. C&amp;L is embedded into everything we do in EYFS and is a core part of children's learning during their first year in school. C&amp;L are key skills which are essential for all aspects of everyday life. Opportunities are given to children throughout the day to support the development of their Communication &amp; Language skills. A total communication approach is used within the classroom that enables children to communicate using their own individual methods of communication. These can include (but are not limited to); use of symbols &amp; photographs, PECs, objects of reference, communication boards, communication books, Makaton, multi-sensory cues, speech. The classroom is set up with language supports throughout which enable &amp; encourage children to communicate with those around them. C&amp;L is developed through high quality interactions, use of specialist interventions such as Intensive Interaction, The Curiosity Programme and Attention Autism. Class staff work alongside families, as well as colleagues from Speech &amp; Language, to identify preferred methods of communication and will follow &amp; incorporate children's individual SALT plans into their daily activities, ensuring these targets are worked on holistically throughout the day to maximise children's understanding and ability to communicate with those around them.</p>					
Personal, Social and	SCARF- Me and My Relationships	SCARF- Valuing Difference	SCARF- Keeping Safe	SCARF- Rights and Respect	SCARF- Being My Best	SCARF- Growing and Changing

Emotional Development	Marvellous Me I'm Special People Who Are Special to Me	Me and My Friends Friends and Family Including Everyone	People Who Help Me and Keep Me Safe Safety Indoors and Outdoors What's Safe to Go into My Body	Looking After Myself Looking After Others Looking After My Environment	What Does My Body Need? I Can Keep Trying I Can Do It!	Growing and Changing in Nature When I Was a Baby Girls, Boys and Families
	<p>See children's individual sensory diets.</p> <p>Implementing of children's sensory diets before an adult activity, throughout the day, whenever the children require sensory input to feel self-regulated.</p> <p>See children's PLG SEMH targets.</p> <p>Establishing routines, getting to know new school, familiar staff and peers. Separating from carer. Developing trust with familiar staff.</p> <p>Hello Time: begin to sit at the table with a group, encourage children to look in a mirror to establish a</p>	<p>See children's individual sensory diets.</p> <p>Implementing of children's sensory diets before an adult activity, throughout the day, whenever the children require sensory input to feel self-regulated.</p> <p>See children's PLG SEMH targets.</p> <p>Transitioning around school with visual support</p> <p>Managing feelings- happy/sad</p> <p>Hello time- finding our peers' photos, matching photos of familiar peers</p> <p>Developing relationships further through turn taking</p>	<p>See children's individual sensory diets.</p> <p>Implementing of children's sensory diets before an adult activity, throughout the day, whenever the children require sensory input to feel self-regulated.</p> <p>See children's PLG SEMH targets.</p> <p>Following two key word instructions</p> <p>Whole class activities, showing focus to leading adult for short bursts</p> <p>Learning about those who help us and keep us safe</p> <p>Learning about how we stay safe in different situations</p>	<p>See children's individual sensory diets.</p> <p>Implementing of children's sensory diets before an adult activity, throughout the day, whenever the children require sensory input to feel self-regulated.</p> <p>See children's PLG SEMH targets.</p> <p>Following two key word instructions</p> <p>Whole class activities, focussing on leading adult for longer activities</p> <p>Learning about how we can look after ourselves, others and our classroom</p>	<p>See children's individual sensory diets.</p> <p>Implementing of children's sensory diets before an adult activity, throughout the day, whenever the children require sensory input to feel self-regulated.</p> <p>See children's PLG SEMH targets.</p> <p>Following three key words instructions</p> <p>Whole class activities, listening and responding during group activities</p> <p>Taking part in trips to the park with our friends</p>	<p>See children's individual sensory diets.</p> <p>Implementing of children's sensory diets before an adult activity, throughout the day, whenever the children require sensory input to feel self-regulated.</p> <p>See children's PLG SEMH targets.</p> <p>Following three key word instructions</p> <p>Whole class activities, listening and responding during group activities, listening to peers</p> <p>Attention Autism Stages 1-3/ Curiosity Programme</p>

	<p>sense of self. Becoming familiar with the children and adults in their new class. Using symbols, switches, communication board to begin to communicate how we are feeling. Transitions around the classroom, Little Lansbury, from and to buses, main school, supporting walking appropriately holding an adult's hand. Singing rhymes and songs about faces- modelling facial features and where they are. Sitting near and tolerating new peers during snack and lunchtime. Whole class activities Attention Autism Stage 1/ Curiosity Programme</p>	<p>games with adults &amp; peers Beginning to manage personal needs- taking coat off and putting it on a peg Making healthy choices Following one key word instructions Whole class activities, giving attention to a leading adult Attention Autism Stage 1/ Curiosity Programme</p>	<p>Attention Autism Stages 1&amp;2/ Curiosity Programme</p>	<p>Helping during tidy up Toothbrushing weekly in class Attention Autism Stages 1&amp;2/ Curiosity Programme</p>	<p>Getting active and getting exercise in the community Attention Autism Stages 1-3/ Curiosity Programme</p>	
	<b>Gross Motor</b>	<b>Gross Motor</b>	<b>Gross Motor</b>	<b>Gross Motor</b>	<b>Gross Motor</b>	<b>Gross Motor</b>

<b>Physical Development</b>	Changing for swimming Zipping up coats for outside Experimenting with different ways of moving: climbing, jumping, crawling, hopping, skipping Obstacle courses & circuits, developing core strength Parachute games Using equipment safely Moving around safely Using outdoor equipment safely (bikes, scooters, slide, climbing frame)	Throwing and catching ball skills Using apparatus and equipment Outdoor construction (bricks, crates, planks, tyres, circuit) Balancing games Mirror me activities Moving in time to music Using equipment safely Changing for swimming Zipping up coats for outside	Experiment moving in different ways on equipment Balancing skills Move confidently, mount and dismount equipment safely (jump and land safely) Travel with skill under, over, through and around equipment e.g. tunnels, hoops, ramps Dance related activities - moving to music (linked to People Who Help Us topic)	Negotiate space successfully, adjusting speed and changing direction to avoid obstacles Dance linked to topic- moving to music, following the actions to songs Moving our bodies in different ways Show increasing control over an object: throwing, catching, kicking, passing, rolling	Develop body strength, co-ordination, balance and agility and apply in a range of activities Begin to safely use games equipment (e.g. bowling, bat and ball, golf club) Start to develop hand-eye co-ordination during sports games Aiming e.g. football goals	Negotiate space and obstacles safely Demonstrate strength, balance and coordination when playing Moving in different ways e.g. running, jumping, dancing, hopping, skipping and climbing Beginning to take part in sports with a peer or small group Sports Day
	<b>Fine Motor</b>  Weekly activities for fine motor skills (stacking, inset puzzles, playdough, lego, etc.) Sand & water play, tolerating touching different materials Mark making using gross motor skills	<b>Fine Motor</b>  Weekly activities for fine motor skills (stacking, inset puzzles, playdough, lego, stacking rings, etc.) Apply pressure when using mark making tools	<b>Fine Motor</b>  Weekly activities for fine motor skills (stacking, inset puzzles, playdough, lego, stacking rings, peg board, etc.) Using a variety of mark making tools such as paintbrushes, pencils, crayons	<b>Fine Motor</b>  Weekly activities for fine motor skills (stacking, inset puzzles, playdough, lego, stacking rings, peg board, threading, etc.) Using a variety of mark making tools such as	<b>Fine Motor</b>  Weekly activities for fine motor skills (stacking, inset puzzles, playdough, lego, stacking rings, peg board, threading, cutting, etc.) Using a variety of mark making tools	<b>Fine Motor</b>  Weekly activities for fine motor skills (stacking, inset puzzles, playdough, lego, stacking rings, peg board, threading, cutting, weaving, etc.) Using a variety of mark making tools

	<p>working on making random marks &amp; exploring the marks made by different writing tools</p> <p>Using a spoon, knife &amp; fork with adult support</p>	<p>Sand &amp; water play, using scoops, jugs, cups, etc.</p> <p>Using a spoon, knife &amp; fork with adult support</p>	<p>Begin to make marks with more control e.g. straight lines</p> <p>Beginning to use scissors with adult support</p> <p>Sand &amp; water play, using scoops, jugs, cups, etc.</p> <p>Using a spoon, knife &amp; fork with reducing adult support</p>	<p>paintbrushes, pencils, crayons, glue sticks</p> <p>Begin to make marks with more control e.g. straight lines &amp; circles</p> <p>Using scissors with adult support</p> <p>Sand &amp; water play, using scoops, jugs, cups, etc to fill and pour materials</p> <p>Using a spoon, knife &amp; fork with reducing adult support</p>	<p>such as paintbrushes, pencils, crayons, glue sticks, collage materials- ripping &amp; scrunching</p> <p>Making marks with more controls- lines, circles, shapes, letters</p> <p>Using scissors with adult support</p> <p>Sand &amp; water play, using scoops, jugs, cups, etc to fill and pour materials carefully</p> <p>Using a spoon, knife &amp; fork with increasing independence</p>	<p>such as paintbrushes, pencils, crayons, glue sticks, collage materials- ripping &amp; scrunching, completing activities with more control</p> <p>Making marks with more controls- lines, circles, shapes, letters, numbers</p> <p>Using scissors with adult support</p> <p>Sand &amp; water play, using scoops, jugs, cups, etc to fill and pour materials carefully with minimal spillage</p> <p>Using a spoon, knife &amp; fork with increasing independence</p>
<p><b>Reading</b></p> <p>Class texts to be delivered as a Sensory Story</p>	<p>Spots Loves His Mum</p> <p>Owl Babies</p> <p>What's in the Witches Kitchen?</p>	<p>Handa's Surprise</p> <p>The Gingerbread Man</p> <p>The Very Hungry Caterpillar's Christmas Eve</p> <p>Dear Santa</p>	<p>Where the Wild Things Are</p> <p>Not Now Bernard</p> <p>The Tiger Who Came to Tea</p>	<p>The Gruffalo</p> <p>The Colour Monster</p> <p>We're Going on an Egg Hunt</p>	<p>Dear Zoo</p> <p>Veg Patch Party</p> <p>The Little Red Hen</p>	<p>Rainbow Fish</p> <p>Barry the Fish with Fingers</p> <p>Spot Goes on Holiday</p>

Literacy: Reading/ Phonics/ Comprehension	Essential Letters and Sounds Phonics Scheme (ELS differentiated as appropriate)	Essential Letters and Sounds Phonics Scheme	Essential Letters and Sounds Phonics Scheme	Essential Letters and Sounds Phonics Scheme	Essential Letters and Sounds Phonics Scheme	Essential Letters and Sounds Phonics Scheme
	Phase 1- Environmental Sounds	Phase 1- Instrumental Sounds	Phase 1- Body Percussion	Phase 1- Rhythm & Rhyme	Phase 1- Alliteration & Voice Sounds	Phase 1- Oral Blending & Segmenting
	Pre-phonics- developing early communication skills, Intensive Interaction, Curiosity Programme, Attention Autism	Pre-phonics- developing early communication skills, Intensive Interaction, Curiosity Programme, Attention Autism	Pre-phonics- developing early communication skills, Intensive Interaction, Curiosity Programme, Attention Autism	Pre-phonics- developing early communication skills, Intensive Interaction, Curiosity Programme, Attention Autism	Pre-phonics- developing early communication skills, Intensive Interaction, Curiosity Programme, Attention Autism	Pre-phonics- developing early communication skills, Intensive Interaction, Curiosity Programme, Attention Autism
	Accessing the reading area with support	Accessing the reading area with support	Accessing the reading area independently	Accessing the reading area	Accessing the reading area	Accessing the reading area
	Learning how to handle books appropriately	Enjoying listening to a variety of stories 1:1 with an adult, looking at pictures, listening to the adult reading	Enjoying listening to a variety of stories 1:1 with an adult, building reading skills such as turning the pages, lifting flaps	Enjoying listening to a variety of stories 1:1 with an adult, building reading skills such as turning the pages at the correct time, lifting flaps, showing an interest in the pictures	Enjoying listening to a variety of stories 1:1 with an adult, building reading skills such as turning the pages at the correct time, lifting flaps, showing an interest in the pictures, pointing to elements during the story, blank level questioning, colourful semantics	Enjoying listening to a variety of stories 1:1 with an adult, building reading skills such as turning the pages at the correct time, lifting flaps, showing an interest in the pictures, pointing to elements during the story, blank level questioning, colourful semantics
	Enjoying listening to a variety of stories 1:1 with an adult, looking at the pictures	Beginning to access group Sensory Story time & exploring resources presented	Accessing group Sensory Story time building on skills such as anticipating & turn taking	Accessing group Sensory Story time building on skills such as anticipating & turn taking	Accessing group Sensory Story time building on skills such as anticipating & turn taking	Accessing group Sensory Story time building on skills such as anticipating & turn taking
	Beginning to access group Sensory Story time	Daily opportunities to listen to a variety of songs & nursery	Daily opportunities to listen to a variety of songs & nursery	Daily opportunities to listen to a variety of songs & nursery	Daily opportunities to listen to a variety of songs & nursery	Daily opportunities to listen to a variety of songs & nursery

	rhymes, weekly Music sessions building skills & introducing different themed songs throughout the year based on topic theme & the world around them e.g. Christmas songs	of songs & nursery rhymes, weekly Music sessions building skills & introducing different themed songs throughout the year based on topic theme & the world around them e.g. Christmas songs	rhymes, weekly Music sessions building skills & introducing different themed songs throughout the year based on topic theme & the world around them e.g. Christmas songs	time, anticipating, turn taking & remembering key parts of the story  Daily opportunities to listen to a variety of songs & nursery rhymes, weekly Music sessions building skills & introducing different themed songs throughout the year based on topic theme & the world around them e.g. Christmas songs	story, blank level questioning Accessing group Sensory Story time, anticipating, remembering key parts of the story & showing consistent responses to familiar stimuli  Daily opportunities to listen to a variety of songs & nursery rhymes, weekly Music sessions building skills & introducing different themed songs throughout the year based on topic theme & the world around them e.g. Christmas songs	Accessing group Sensory Story time, anticipating, remembering key parts of the story, showing consistent responses to familiar stimuli  Daily opportunities to listen to a variety of songs & nursery rhymes, weekly Music sessions building skills & introducing different themed songs throughout the year based on topic theme & the world around them e.g. Christmas songs
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<b>Literacy: Writing</b>	<p>Sitting at a table in preparation for writing</p> <p>Reaching out &amp; grasping</p> <p>Fine &amp; gross motor activities (link to PD)</p> <p>Exploring different items &amp; resources with hands</p> <p>Beginning to show an interest in mark making in messy play/ on paper</p> <p>Grasp writing tools/ brushes etc</p>	<p>Looking at marks made with a writing tool or with fingers in messy play</p> <p>Fine &amp; gross motor activities (link to PD)</p> <p>Pre-writing shapes- vertical line</p> <p>Showing interest in name- matching photos/ letters, some children may begin to form first letter of name</p>	<p>Using different drawing tools with assistance</p> <p>Pre-writing shapes- vertical/ horizontal lines</p> <p>Mark making using different tools, on paper &amp; in messy play/ sand etc.</p> <p>Some children may begin to explore letters of their name</p> <p>Fine &amp; gross motor activities (link to PD)</p> <p>Using large movements to paint across a large piece of paper</p>	<p>Pre-writing shapes- vertical/ horizontal lines/ circular shapes</p> <p>Mark making using different tools, on paper &amp; in messy play/ sand etc.</p> <p>Fine &amp; gross motor activities (link to PD)</p> <p>Begin to make more controlled marks</p> <p>Starting to develop a preference for dominant hand</p> <p>Some children may explore name writing</p>	<p>Pre-writing shapes- vertical/ horizontal lines/ circular shapes/ cross/ square</p> <p>Mark making using different tools, on paper &amp; in messy play/ sand etc.</p> <p>Fine &amp; gross motor activities (link to PD)</p> <p>Sometimes giving meaning to marks</p> <p>Some children may start to write recognisable letters of the alphabet</p>	<p>Pre-writing shapes- vertical/ horizontal lines/ circular shapes/ cross/ square/ diagonal lines</p> <p>Mark making using different tools, on paper &amp; in messy play/ sand etc.</p> <p>Fine &amp; gross motor activities (link to PD)</p> <p>Some children may be able to name and label items using writing and phonic knowledge to write labels</p>
<b>Maths</b>	<p>Children will work on individual targets based on their pathway. All learning will be differentiated based on which Lansbury Levels children are on and this will be reflected in weekly planning. EFL will be used to record progress in Maths.</p> <p>The short-term targets from children's PLG's which are derived from EHCP long-term targets can also be worked on during Maths sessions, particularly the targets from the 'Cognition &amp; Learning' section of EHCP's.</p> <p>Children will work on early number skills throughout the year, they will look at numbers through matching and sorting and begin to develop a knowledge of number patterns through a variety of sensory number rhymes. Children will also have a shape, space &amp; measure focus to ensure that they have access to explore all areas of the Mathematical curriculum.</p>					



	<p>Learning how to sit 1:1 to engage in a Maths activity with an adult</p> <p>Matching and sorting</p> <p>Beginning to explore number rhymes with a sensory element</p> <p>Compare amounts</p> <p>Hands on shape experiences- inset puzzles, posting, building blocks</p> <p>Exploring sand &amp; water</p> <p>Time- getting to know our school routines</p>	<p>Number rhymes to 5- themed songs- pumpkins, current buns, snowmen, gingerbread men</p> <p>Matching numbers</p> <p>Recognition &amp; ordering numbers</p> <p>Hands on shape experiences- rolling a ball down a ramp, ring stacker</p> <p>Colour sorting</p> <p>Using tools and making shapes with play doh</p> <p>Time- further understanding school routine, first/ then boards</p>	<p>Number rhymes- continuing the rhyme</p> <p>Ordering numbers</p> <p>Counting out quantities</p> <p>Number composition</p> <p>1:1 correspondence</p> <p>Hands on shape experiences- stacking cups, pegs &amp; hammer</p> <p>Continuing a pattern</p> <p>2D shapes- circles and triangles</p> <p>Sand &amp; water- using different containers to fill and pour</p> <p>Time- routine, completing daily timetable, days of the week</p>	<p>Number rhymes- adding on/ taking away</p> <p>Introducing 0/ none</p> <p>Ordering numbers</p> <p>Quantities</p> <p>1:1 correspondence</p> <p>One more, one less</p> <p>Shapes with 4 sides</p> <p>Finding shapes in the environment</p> <p>Hands on shape experiences- shape pattern, colour sorting, peg boards</p> <p>Sand &amp; water- introducing mathematical language- full &amp; empty</p> <p>Exploring balance scales</p> <p>Time- daily timetable, days of the week, months</p>	<p>Number rhymes</p> <p>Numbers to 3, 5, 10 (or beyond depending on ability)</p> <p>Quantities</p> <p>Number bonds</p> <p>Money- exploring coins, exchanging a coin, role play shop</p> <p>Hands on shape experiences- patterns with peg board, jigsaws building</p> <p>Positional language</p> <p>Compare mass &amp; capacity through sand &amp; water play and hands on exploration</p> <p>Big &amp; small</p> <p>Time- daily timetable, days of the week, months, sequencing</p>	<p>Numbers to 3, 5, 10 (or beyond)</p> <p>Money- exploring coins, exchanging a coin, role play shop, sorting &amp; matching coins</p> <p>Number bonds</p> <p>Combining amounts</p> <p>Making pairs</p> <p>Hands on shape experiences- jigsaws, building</p> <p>Big &amp; small, heavy &amp; light, full &amp; empty</p> <p>Transporting water</p> <p>3D shapes</p> <p>Time- daily timetable, days of the week, months, sequencing, clocks</p>
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<b>Understanding the World</b>	<u>Past and Present</u> Children will investigate different faces, the features of a face, the names of the features and where they belong on a face. Children will bring in photos of their family to talk about their family members, pets and people who are important to them. We will learn about what the children like, such as their favourite characters and share these interests with them.	<u>Past and Present</u> We will learn about different celebrations around the world at this time of year. Children will explore toys from the past and will notice how they are different from toys today. Children will explore different toys and will use toys that have flaps, buttons that have cause and effect, and notice the changes that occur.	<u>Past and Present</u> We will explore different types of occupations. We will learn about different people and their roles in society. We will learn about different types of jobs and people within our communities. We will talk about police officers, firefighters, doctors, nurses, dentists, vets, postal workers, etc. Take part in small world play looking at different occupations. Role play different occupations.	<u>Past and Present</u> During Science week, we will do role play associated to important people who have played a part in Scientific development.	<u>Past and Present</u> We will observe changes over time, we will plant seeds to see what happens when we plant them and as time goes on. We will look at pictures of our plants when we first planted them and how they have changed over time.	<u>Past and Present</u> We will talk about holidays and read a story about going on holiday. We will explore different items that you can take on holiday now and in the past.
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	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will become familiar with the new classroom environment, Little Lansbury and transitioning to the main school.</p> <p>Children will become more familiar with the whole school environment including swimming and SIB.</p> <p>Children will become familiar with outdoor areas, such as the class playground.</p> <p>Children will access Forest School sessions.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>We will look at the occupations of farmers, food shop assistants and bakers. Small world role play exploring shop roles. Playing with playdough making pretend food to develop fine motor skills. Trying new foods, touching &amp; exploring different foods. Cookery sessions will incorporate a variety of ingredients to encourage children to use their senses to smell, taste, touch new foods.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Chinese New Year- we will explore resources from China and look at cultural dress. We will role play and have the opportunity to dress up in traditional Chinese dress.</p> <p>We will explore and taste different Chinese foods.</p> <p>Pancake Day- we will learn about pancake day practically. We will make our own pancakes and choose our toppings.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>During Careers Week, we will get the opportunity to meet people working in our local community, such as police officers and firefighters. We will explore the police vans and fire engines and try on their uniforms.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will access Forest School sessions.</p> <p>Children will show growing independence and will begin to take part in trips within our local community.</p> <p>We will go to the park and observe nature there.</p> <p>Children will have the opportunity to spend time in our community and using community resources.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>We will look at different countries that we have visited on holiday or are going to visit.</p> <p>We will continue with weekly visits within our local community, giving the children the opportunity to build independence and have opportunities within the wider community.</p>
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	<p><b><u>The Natural World</u></b> Children will be exposed to vocabulary and songs about the weather during good morning circle time. Children will learn about different weather types and experience looking at the weather each day. Seasons- Autumn</p>	<p><b><u>The Natural World</u></b> We will look at light and dark and explore different lights as the children prepare for lights to be around their homes and communities throughout Christmas. We will support the children in preparing to notice changes in their environments. Seasons- Autumn/ Winter</p>	<p><b><u>The Natural World</u></b> We will look at changing states of matter during Attention Autism sessions where we will progress to Stage 2. We will watch what happens when different materials are mixed together through practical and engaging experiments. Seasons- Winter</p>	<p><b><u>The Natural World</u></b> We will look at colour and patterns within our environment. We will look at rainbows and investigate colours doing experiments and colour mixing. The children will take part in Science Week and will be able to access various activities and experiments throughout the week, such as watching eggs hatch into ducklings. We will notice changes to our environment including leaves re-growing on trees. Seasons- Spring</p>	<p><b><u>The Natural World</u></b> We will investigate the sensory garden within school. We will grow seeds in jars watching them grow, take care of them and look at the features of the plant. Children will spend time outside to enable them to notice the changing seasons, plants growing as the weather warms up. Seasons- Spring/ Summer</p>	<p><b><u>The Natural World</u></b> The children will investigate animals that live in the sea. This will be incorporated into sand &amp; water play sessions by adding small world sea creatures to basins. Seasons-Summer</p>
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<b>Expressive Arts and Design</b>	<u><b>Creating with Materials</b></u> Exploring different materials and tools, building tolerance to different materials. Exploring wet and dry materials. Exploring faces and features of a face, looking in a mirror, creating collages using photos of ourselves.	<u><b>Creating with Materials</b></u> Bonfire art- exploring making marks using glitter and glue. Cookery- exploring ingredients, following instructions verbally and using symbols to make different recipes. Using different materials and tools to create Christmas cards and decorations. Christmas 'crafternoon' session with parents.	<u><b>Creating with Materials</b></u> Using different tools and materials to further explore people who help us topic, e.g. fires using spray water bottles, syringe painting, stamping letters and envelopes. Using materials to make models, e.g. different shaped card to make a fire engine.	<u><b>Creating with Materials</b></u> Exploring colours through colour mixing. Using primary colours to develop secondary colours. Artists who use lots of colour in their work- Matisse, Kandinsky. Using different materials to create patterned artwork, such as bubble painting, ball painting, bubble wrap painting, symmetry butterflies, rainbow art. Easter 'crafternoon' session with parents.	<u><b>Creating with Materials</b></u> Using natural materials to create artwork, e.g. nature collages, making pictures using sticks. Exploring printing using leaves, fruits and vegetables. Ripping and scrunching tissue paper to create colourful flowers.	<u><b>Creating with Materials</b></u> Under the sea themed artwork Water & sand painting Using different materials to create sea creatures e.g. paper plates and pipe cleaners to make jelly fish Printing using different sized and shaped shells. Celebrating art week.
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	<u><b>Being Imaginative and Expressive</b></u> Singing songs and nursery rhymes Singing our favourite nursery rhymes together Introducing group Music session- exploring instruments and listening to new songs.	<u><b>Being Imaginative and Expressive</b></u> Singing songs and learning new songs- Christmas songs Group Music session- playing instruments appropriately, trying different instruments and listening to the sounds they make.	<u><b>Being Imaginative and Expressive</b></u> Singing songs and learning new songs. Using our bodies during songs, learning actions to songs, joining in with the actions. Playing a short beat on an instrument by copying off an adult.	<u><b>Being Imaginative and Expressive</b></u> Singing familiar songs and learning new songs. Joining in with actions. Using instruments during songs, doing the actions using our instruments. Playing a short beat, starting and stopping with a signal from an adult.	<u><b>Being Imaginative and Expressive</b></u> Singing familiar songs and learning new songs. Using instruments and ribbons during songs to join in with actions. Using our voices or instruments to make different sounds.	<u><b>Being Imaginative and Expressive</b></u> Singing familiar songs and learning new songs. Join in with songs as a group with peers, taking turns with the instruments, listening to peers perform. Celebrating art week.
<b>WOW Moments &amp; In School Experiences</b>	National Poetry Day- Jo Jingles M&M Productions Pantomime Performance Halloween activities Black History Month (October) Harvest	World Nursery Rhyme Week Christmas Parties & Games Christmas Dinner Day Delivering & Receiving cards Enterprise Week	Valentine's Day Chinese New Year NSPCC Number Day (2/02) LGBTQ+ History Month (February)	World Book Day Mother's Day World Maths Day (23/03) LGBTQ+ History Month (February) Careers Week Enterprise Week Easter Science Week	Earth Day (22/04) M&M Productions Pantomime Performance World Numeracy Day (15/05)	Sports Week/competitions Father's Day King's Birthday Arts Week