

<p style="text-align: center;">Personal Social and Emotional Development</p> <p>Taking turns with peers and adults in my class</p> <p>Knowing my friends and playing alongside and with them</p> <p>Making choices within a group session</p> <p>Their likes and dislikes – favourite toys and foods</p> <p>Sharing their resources</p> <p>Identifying emotions and matching the emotions to the zones.</p> <p>Taking breaks and using regulation tools.</p> <p>Personal hygiene – teeth brushing and hand washing</p>	<p style="text-align: center;">Communication and Language and Literacy</p> <p><u>Stories:</u> Greeting others</p> <p>Goldilocks and the three bears (S1 Wk 1-2) Understanding single spoken words (AET 4.2)</p> <p>The Gingerbread man (S1 Wk 3-4) Engaging in interactions/ Attention Autism (AET 1.4)</p> <p>Jack and the Beanstalk (S1 Wk 5-6) Seeking Attention using voice and symbols (AET 1.2)</p> <p style="text-align: right;">Requesting items in different situations (AET 2.1)</p> <p><u>Phonics</u></p> <p>Phase 1 and 2</p> <p><u>Literacy</u></p> <p>Sharing books, Play linked to stories, reading symbols and letters, CVC words, tracking lines and shapes, name writing and introduce word writing.</p>		<p style="text-align: center;">Physical Development</p> <p>Climbing equipment</p> <p>Ball skills – rolling, throwing and catching</p> <p>Changing direction when walking and running</p> <p>Walk and run on different levels and surfaces</p> <p>Crawling and rolling</p> <p>Dough Disco/ malleable materials</p> <p>Finger rhymes</p> <p>Move to music</p> <p>Hold a variety of writing tools</p> <p>Using small tools for cutting, scooping, pegs, building</p>
<p style="text-align: center;">Characteristics of Effective Learning</p> <p><u>Playing and exploring –</u></p> <p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p><u>Active learning –</u></p> <p>Participate in routines</p> <ul style="list-style-type: none"> • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. <p><u>Creating and thinking critically –</u></p> <ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Sort materials. For example, at tidy-up time, 	<p style="text-align: center;">Saplings Class</p> <p style="text-align: center;">Spring 2022-23</p> <p style="text-align: center;">‘Once Upon a Time’</p>		<p style="text-align: center;">Mathematics</p> <p>Introduce zero</p> <p>Compare numbers to 5</p> <p>Composition of 4 & 5</p> <p>Numbers 6, 7, 8</p> <p>Making pairs</p> <p>Combining two group 9, 10</p> <p>Compare numbers to 10</p> <p>Bonds to 10</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Length & height</p> <p>Time</p> <p>2D/ 3D shape patterns</p>
<p style="text-align: center;">Expressive Arts and Design</p> <p>Construction and joints</p> <p>Exploring media – play dough, clay, paint and foam</p> <p>Action songs – Cause and effect songs</p> <p>Dressing up – Once Upon a time theme</p>	<p style="text-align: center;">Understanding the World</p> <p>Daily timetable</p> <p>Occupations – People who help us (Sp 2 Wk4)</p> <p>Materials</p> <p>Season – Spring (Spring 1 wk 7)</p> <p>Easter/ Lent (Spring 2 Week 5)</p> <p>Farming and food (Spring 2 Wk 1-3)</p> <p>Animals and life cycles</p>		

<p>children know how to put different construction materials in separate baskets.</p>	<p>ICP – Independent community participation</p> <p>Independent living – tidying up, dressing skills, washing hands and eating with a knife, fork or spoon.</p>		
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