

Phase: 1		Year: A			
Term:		Autumn	Spring	Summer	
Main Topic:		Superheroes	Our Favourite Song/Stories	Magic Materials	
PRIME AREAS	PSED	Making relationships	Building relationships with adults and other pupils; Turn taking and waiting during circle times and group sessions ; Asking adults for support; Intensive Interaction activities; Whole group games / learning; Pupil regulation (behaviour and emotion) activities e.g. daily relaxation sessions / quiet time ; Following daily routines and accepting changes ; Assembly - learning to regulate their behaviour and emotions; Developing an understanding of consequence – behavioural procedures; Turn taking and waiting during circle times and group session ;Small group learning ; Developing communication skills; Travelling around the school with growing independence ; trying new smells / textures and tastes – messy sessions; Beginning to effectively use a preferred method of communication during a curricular activity ; Participating in group activities with reduced adult support; Playtime – independent play (developing skills for) ;Choosing time; TAC PACS ; Settling into a new classroom; Building relationships with adults and other pupils; Circle time activities - Using voice, gesture, eye contact and facial expression to make contact with people and keep their attention; snack and lunch time ; Relaxation – learning to regulate behaviour and emotions; Assembly - learning to regulate behaviour and emotions; Learning to recognise emotions ; Sharing emotions and responding to praise		
		Self-confidence and self-awareness			
		Managing feelings / behaviour			
	Physical development	Moving and handling	Moving safely, in a space, in different ways, balancing, using climbing equipment, wheeled toys, changing speed & direction. Rolling, throwing, catching; kicking; Developing fine motor skills – playdoh; pencil & scissor grip and control, manipulating objects, tools, construction, malleable materials		
		Health and self-care	Personal care ; Keys life skills e.g. making a drink; Washing hands; Drying hands; Shoes on /off; Early dressing skills ; Independence around the school; Increasing healthy food toleration e.g. messy play. Toileting; Brushing teeth; Using spoon and fork; Using a cup; Trying different food – snack, cooking lessons; Dressing and undressing – clothes off and on before and after swimming lessons; shoes on and off – PE & soft play; coat on and off before and after playtime; Developing independence with toileting, hand washing, dressing. Recognising danger and developing awareness of safety.		
	Communication & language	Listening and attention	Joint attention circle times; Singing / IWB sessions; 1:1 communication/ pairing and intensive language programs ; PAP sessions ; Daily sensory circle times; Intensive interaction / NET session; TAC PAC sessions; Sensory circle times; Sensory trays/bins that are thematic for pupils to make requests; Transitions throughout the day; Small group teaching; Listening to stories; “I see” and “I hear” activities; Snack time; Respond to IWB Stories and songs; Recognise own schedule and ‘read’ class timetable; Story bag props; Listening to songs and stories on the IWB; NET/circle times sessions focusing on receptive skills; Individual language/target programs; iPad tracking apps.		
Understanding					
Speaking		NET/circle times sessions focusing on communication skills; Individual language/target programs ; Small group teaching ; Joining in with the actions / rhyme of familiar song Communication / manding sessions; Interact in circle time activities with gesture, symbols, sign or vocalisation; Practice letter sounds and blends with rhyming phonics songs; IWB Stories and songs; Respond to IWB Stories and songs			
Literacy	Reading	Listening to rhyme; NET/circle times sessions focusing on receptive skills ; NET/circle time sessions focusing on attention building and pairing of new items To identify themselves; Explore thematic books in targeted group reading sessions; Exploring props and requesting ; Free reading – pupils to choose reading / printed material Reading story on IWB; iPad stories; iPad tracking apps; Matching activities throughout the day ; Recognise own symbol transition and ‘read’ class timetable; Making textured sensory books to explore; phonics work			
	Possible text / rhyme	Five little fire fighters poem, Superhero Me! by Karen Katz, Charlie’s Superhero Underpants by Paul Bright, Father Christmas the superhero! Father Christmas songs	Jungle boogie, Old Macdonald, 5 little ducks/monkeys, Easter animal songs, 5 Easter Eggs, 5 speckled frogs	Three little pigs (textures) by Ladybird/Nicola Baxter, I’m a dirty dinosaur (mud) by Janeen Brian, Rainbow Fish (water) by Marcus Pfister, Walking through the Jungle (hearing) by Stella Blackstone	
	Writing	Thematic sensory based writing activities focusing on mark making, prewriting, early letter formation and whole word spelling			
SPECIFIC AREAS	Mathematics	Numbers	Thematic activities based on : Reciting number names, number rhymes & songs, sorting, matching, counting, comparing quantities, representing numbers using fingers or marks on paper or pictures, reading & writing numbers, adding and taking away.		
		Shape, space & measure	Thematic activities and examples of full coverage based on : Positions , patterns , shapes , size, comparing ,and ordering ,time-based events ,using vocabulary		
	Understanding the world	People and communities (R.E. based on Havering Syllabus KS1)	People who help us – looking at policemen, firefighter, nurses etc, Bonfire night, Eid, Christmas, Memory Book (recognising self and others), How does the story of Jesus inspire Christians today?	Mother’s day, Easter, Memory Book (recognising self and others), What do Christians do at Easter and why is it important?	Visiting aquarium, Eid in June, Memory Book (recognising self and other), Who is a Muslim and what do they believe?
		The world	Exploring themed sensory trays, Looking at people who help us, Looking at things that fly!	Exploring themed sensory trays, Visiting the farm / zoo, Life cycle – frog pond	Exploring themed sensory trays, Visiting aquarium, Exploring natural environment textures
	Technology	Ongoing activities : iPad sessions, eye tracking, cause and effect, fine motor, purposeful interaction ; iPad for communication; Using the interactive whiteboard; Using cause and effect toys ; Beginning to develop an understanding of following a sequence; Using remote controlled toys; Omni machine; Role play using real life items: phones / traffic control; Using electrical items e.g. toaster /Microwave/Printer			
Expressive arts and design	Imagination	Role play people who help us, Dressing up as superheroes, Christmas events	Animal role play, Visiting zoos/farms, Fishing frogs/swimming ducks	Role play – dinosaurs, muddy footprints, Water play, Three little pig role play / construction	
	Media and materials	Superhero crafts, Christmas preparation, Superhero songs, Superhero sensory trays, Firework crafts	Making animal masks, Animal sensory trays, Animal songs with music and instruments, Making homes for animals, Nursery rhymes, Easter crafts	Muddy painting, Dinosaur food prints, Ice/hair gel painting for fish, Reflective fish, Making houses with different materials, Themed sensory trays	
OTHER	VB MAPP (The Verbal Behaviour Milestones Assessment and Placement Program), VB program / PECS/ iPad data, PAPS/Probe data, EFL, Life skills data / chains, TAC PACS / Intensive interaction				