

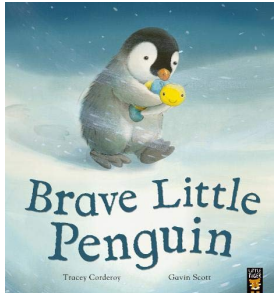
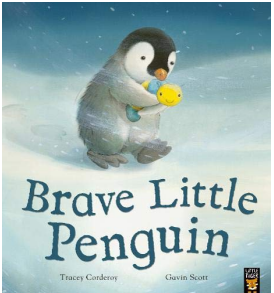
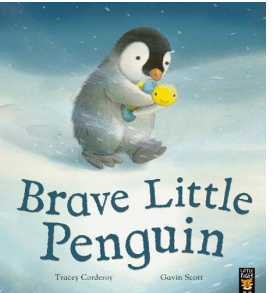
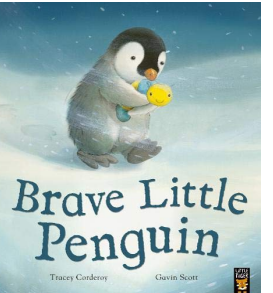









The Chill Factor
 (Changing states & weather)
 Curriculum Drivers: PSED, KUTW

	Week 1	Week 2	Week 3 (TRAINING DAY FRIDAY)	Week 4	Week 5	Week 6 Christmas	Week 7 Christmas
<p>Communication</p> 	<p>Communication is taught all day. → Daily sessions take place daily from 9:30-10:30am in the workroom. Led by a different member of staff each day. These sessions incorporate makaton, symbol exchange, SCERTS and social communication strategies and are personalised to suit the needs of each pupil and how they communicate.</p> <ul style="list-style-type: none"> - PECS book with appropriate symbols for each group hello session and lead on to communication "What's in the box?" <p>→ Attention Autism sessions happen daily to support joint and shared attention skills. (Stage 1 and progress to stage 2 this half term) - two groups and happening every afternoon.</p>						
<p>Communication, Language & literacy mornings</p>  <p>(Also daily Reading sessions each day at 1pm -personalised pack work and reading corner reading opportunities)</p>	 <ul style="list-style-type: none"> - Make own 'sockybugs' - Sound buttons of sounds from story <p>Mark Making: Sand</p> <p>Communication box: Singing Penguin Penguin onesie Slide / Penguin toy Fun fair Tickle</p>	 <ul style="list-style-type: none"> - Symbols to props - Pictures of real life animals / icebergs etc and matching activities <p>Mark Making: Ice</p> <p>Communication box: Singing Penguin Penguin onesie Slide / Penguin toy Fun fair Tickle</p>	 <p>Hide related objects in ice e.g. i-igloo / p-penguin</p> <p>Describing / labelling penguins (differentiated with words, symbols and writing own)</p> <p>Mark Making: Flour</p> <p>Communication box: Singing Penguin Penguin onesie Slide / Penguin toy Fun fair Tickle</p>	 <p>Make our own penguins (task plan)</p>  <p>Mark Making: Fake snow</p> <p>Communication box: Singing Penguin Penguin onesie Slide / Penguin toy Fun fair Tickle</p>	 <p>Christmas lists - catalogues / choosing boards of toys</p> <p>Unwrap letters/sounds (phonics)</p> <p>Mark making: xmas glitter</p>  <p>Communication box: TBC</p>	 <p>Letter to santa - follow up to the list from last week</p> <p>Mark making: Xmas rice</p>  <p>Communication box: TBC</p>	 <p>Christmas cards for home - post home</p> <p>Last two days of term ... End of term FUN!</p> <p>(Finish off any crafts from week)</p>
<p>Communication, Language & literacy</p>  <p>Learning Intentions for the half term</p>	<p>COMMUNICATION - is a focus all day: Maja, William, Riley Intent: Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item. Pupils will develop consistent responses to convey likes and dislikes. Children will begin to use real objects or symbols in order to make choices.</p> <p>Measuring Impact:</p> <ul style="list-style-type: none"> - Selects from two or more items - Communicates choice to attentive adult - Starts to show an interest in photographs or pictures <p>Logan & Ignas Intent:</p>						

Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item.
 Pupils will develop consistent responses to convey likes and dislikes.
 Children will begin to use real objects or symbols in order to make choices.
 Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe. (Ignas)

Measuring Impact:

- When asked "what do you want?" can construct sentence and item
- Goes into folder to find desired symbol.
- Understands one key word sentences (within social routine, in play situations, in structured situations & in unfamiliar environments)

Lincoln, Phoenix & Joey

Intent:


Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe.
 Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions.









Measuring Impact:

- When asked 'What do you want?' can construct sentence and item
- Will construct sentence with size concept e.g. 'I want big bubbles'
- Will construct sentence with colour concept 'I want red car'
- Can discriminate and answer 'What do you see?, What is it?, What do you want?' appropriately
- Engages in simple conversation with adults / other children (in play situations, within social routine & in structured situations)













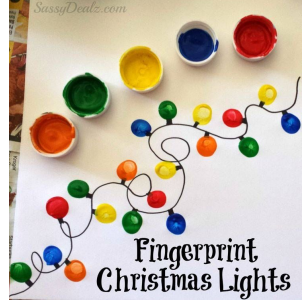

Other CLL sessions → Mark making, writing and reading etc on weekly planning and in reading packs.

<p>Mathematical Development Morning</p>  <p>Number</p>	<p><u>1:1 correspondence:</u> Penguins on 10 frame / paint pot / ice cube tray (blocks of ice)</p> <p><u>Numerals to quantity:</u></p>  <p>Match quantities of penguins to number cards</p> <p><u>Early problem solving / object permanence / Sorting:</u> Tray with various objects & scarves / box with hole and balls (differentiate with "___ hide 2 balls" / "I see ___")</p> 	<p><u>1:1 correspondence:</u> Build on from last week</p> <p><u>Numerals to quantity:</u></p>  <p>Feed penguin quantities of fish (could use fish crisps)</p> <p><u>Early problem solving / object permanence / Sorting:</u> Filling / emptying & hiding objects</p> 	<p><u>1:1 correspondence:</u> → Links with heuristic play below</p> <p><u>Numerals to quantity:</u></p>  <p>10 little penguins book with props</p> <p><u>Early problem solving / object permanence / Sorting:</u></p>  <p>Heuristic play tray → big focus on sorting / tidying up</p>	<p><u>1:1 correspondence:</u> Snowballs to gloves / people / white pom pom snowballs in 10 frames etc</p> <p><u>Numerals to quantity:</u></p>  <p><u>Early problem solving / object permanence / Sorting:</u> Matching mittens</p>  <p>→ Continue heuristic play if worked well / add to</p>	<p><u>1:1 correspondence:</u> Playdough – making xmas cakes to go in cake tins</p> <p><u>Numerals to quantity:</u> "I want 3 trees" children cut three trees out of playdough / do other way round as below and give a set quantity</p>  <p><u>Early problem solving / object permanence / Sorting:</u> Items in gift bags / wrapping paper</p> 	<p><u>1:1 correspondence:</u></p>  <p><u>Numerals to quantity:</u></p>  <p><u>Early problem solving / object permanence / Sorting:</u></p>  <p>Christmas heuristic play</p>	<p><u>1:1 correspondence:</u></p> <p><u>Numerals to quantity:</u></p> <p><u>Early problem solving / object permanence / Sorting:</u></p>  <p>Christmas heuristic play</p>
---	--	--	---	---	--	---	--












<p>Mathematical Development Morning</p>  <p>Learning Intentions for the half term</p>	<p><u>Maja, William, Riley</u> Intent: Pupils will be able to actively explore their immediate environment through making purposeful actions with a range of objects/stimulus. Pupils will be able to engage in early problem solving and have a consistent understanding of cause and effect, in order to exert autonomy over their immediate environment. Pupils will have an awareness of object permanence. Pupils will show an interest in number rhymes and songs, in order to develop their awareness of numbers in context. Measuring Impact: - Intentional exploration of the environment - Object permanence - Shared attention (during social games, during structured activities & during play situations) - Matches identical objects - Explores filling and emptying containers</p> <p><u>Logan & Ignas (possibly William for some)</u> Intent: Pupils will show an interest in number rhymes and songs, in order to develop their awareness of numbers in context. Pupils will have a consistent understanding of 1:1 correspondence, in order to solve simple everyday problems. e.g., "Do we need more cups?" Pupils will be able to count objects or actions accurately to 5, to respond to a simple question or solve an everyday problem. Measuring Impact: - Shows an interest in number rhymes and songs - Understand the concept of one (during play situations & during structured activities) - Recites some number names in sequence. - Shows an understanding of one to one correspondence by distributing up to 6 items accurately.</p> <p><u>Lincoln, Phoenix & Joey</u> Intent: Pupils will have an understanding of numbers in sequence to 10. Pupils will have a consistent understanding of 1:1 correspondence, in order to solve simple everyday problems. e.g., "Do we need more cups?" Pupils will be able to count objects or actions accurately to 5, to respond to a simple question or solve an everyday problem. Measuring Impact: - Recites numbers in order to 10. - Knows that numbers identify how many are in a set - Selects from a group when asked "please give me one" or "please give me lots" - Finds the total number of items in two groups by counting all of them</p>
<p>PSED / Play opportunities</p>  <p>Learning Intentions for the half term</p>	<p style="text-align: center;"><i>→ Regular opportunities in the playroom, soft play, playtimes and during PSED afternoon.</i></p> <p><u>Maja</u> Intent: Pupils will be able to use of intentional communication (eye contact, AAC, gesture etc) in order to initiate and continue interactions and games with familiar adults. Pupils will show responses to familiar peers in their vicinity, or in shared games such as parachute, Bucket Time and drama games. Measuring Impact: - Shows enjoyment of physical play with adults (tickles, being rocked) - Responds when talked to (responds to name, listens to a familiar adult speaking) - Shared attention</p> <p><u>William, Riley</u> Intent: Pupils will be able to use of intentional communication (eye contact, AAC, gesture etc) in order to initiate and continue interactions and games with familiar adults. Pupils will show responses to familiar peers in their vicinity, or in shared games such as parachute, Bucket Time and drama games. Pupils will become more confident in exploring new places, people and activities, with the support of a familiar person. Measuring Impact: - Engages with social games and songs - Shared attention - Initiates social interaction and uses a range of strategies to maintain the attention of the adult (voice, gesture, eye contact, facial expression) - Repeats an action which is positively received by others</p>

	<p><u>Logan & Ignas</u> Intent: Pupils show an awareness of others in play, by beginning to copy actions or share resources. Pupils engage in role play, alongside adults and peers. Pupils can engage in self-led play for an increasing duration, and are confident in expressing their likes and dislikes.</p> <p>Measuring Impact: - Shared attention - Copies a range of actions displayed by adults (in familiar routines, in new activities & in play) - Begin to engage in pretend play (in structured routine & in play)</p> <p><u>Lincoln, Phoenix & Joey</u> Intent: Pupils show an awareness of others in play, by beginning to copy actions or share resources. Pupils engage in role play, alongside adults and peers. Pupils can follow some routines with support, such as the use of a Now and Next board, tidying up, sharing and taking turns. Pupils show affection towards people they care about, can turn-take for a sustained period, and wish to share their experiences with others.</p> <p>Measuring Impact: - Plays alongside others sometimes sharing resources. - Acts out a simple routine in pretend play (in structured routines & in play) - Shows an interest in the activities of others - Plays cooperatively with a familiar adult e.g. rolling ball back and forth. (in structured routines & in play)</p>						
<p>PSED Afternoon (Thursday)</p> <p>Liz: Logan & Ignas</p> <p>Hannah: Joey, Phoenix & Lincoln</p> <p>Beth/Zoe/Marta: William, Riley & Maja</p> 	<p>Liz: Logan & Ignas</p> <ul style="list-style-type: none"> - Bring new school resources during week 1 and see what takes interest then build on this over the coming weeks. - Trial in the main classroom with less distractions. - Cause and effect toys which cannot be taken apart for Ignas? / Dolls house role play for Logan? <p>Hannah: Joey, Phoenix & Lincoln</p> <p>Beth/Zoe/Marta: William, Riley & Maja</p>						
<p>KUTW Afternoon (Monday)</p> 	<p>Rain</p>  <p>Small world tray - make it rain on figures</p> <p>Puddles and wellies tray</p> <p>Hold umbrella outside and adult make it rain on top</p>	<p>Sun / Rainbow</p>  <p>Torches / shadow tray Light box & coloured tissue paper - Can you make a rainbow?</p>	<p>Cloudy</p>  <p>Make own cloud craft</p> 	<p>Hail / Storm</p>  <p>Hail stone shakers / ice cube hail tray</p> <p>Watch thunder & Lightning experience</p>	<p>Snow</p>  <p>Make own snowman</p> <p>Snowball fight (moldable foam)</p>	<p>Christmas</p>	<p>Christmas</p>
<p>KUTW Afternoon (Monday)</p>	<p>Intent: Pupils will have a growing awareness of their environment. Maja, William, Riley, Ignas, Logan (CLL targets) Measuring Impact:</p>						

<p>Learning Intentions for the half term</p>	<ul style="list-style-type: none"> - Using objects or props (Within social routine / In play situations) - Follow simple familiar instructions - Selects from two or more items - Initiates actions to achieve desired result - Shared attention - Join the adult in attending to a stimulus - Understands single words/sounds signs/symbols in context <p>Possibly: Phoenix, Joey & Lincoln (KUW targets - The World)</p> <p>Measuring Impact:</p> <ul style="list-style-type: none"> - Matches parts of two related objects - Names single property of an object - Starts to carry out simple tests on materials (Deconstruction / Heating/cooling / Combining/separating / Mixing) - In pretend play, imitates everyday actions and events from own family and cultural background, - Plays purposefully with small-world models
---	--

<p>Creative Development Afternoon (Wednesday)</p> <p>Media & Materials</p>  <p>RUTH COVERING</p>	  <p>Fireworks night artwork (small individual piece for home and black tray for whole class one)</p>	   <p>Squish sun painting & spray blue sky painting and then stick on yellow sun</p>	  <p>Focused rainbow craft / rainbow paint in tuff tray and mark making tools</p>	  <p>Big penguin to display in class to consolidate our class story topic / ice painting</p>	  <p>Snow paint / sugar painting (recipe below) https://www.growingajeweledrose.com/2013/11/shivery-snow-paint-recipe.html</p>	  <p>Colour related Christmas crafts using range of materials and encourage pupils to request colours</p>	<p>Last Week Fun - Party for Ruth</p>
---	--	--	--	---	--	--	---------------------------------------

<p>Creative Development</p> <p>Learning Intentions for the half term</p> <p>RUTH COVERING</p>	<p>Intent: Pupils will start to notice changes of colour and explore creating new colours in various ways so that they are able to make choices when creating their own work. Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences. Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity.</p> <p>Maja, William, Riley, Ignas, Logan (CLL targets)</p> <p>Measuring Impact:</p> <ul style="list-style-type: none"> - Using objects or props (Within social routine / In play situations) - Follow simple familiar instructions - Selects from two or more items - Initiates actions to achieve desired result - Shared attention - Join the adult in attending to a stimulus - Understands single words/sounds signs/symbols in context <p>Possibly: Ignas, Logan, Phoenix, Joey & Lincoln (CD targets - media & materials)</p> <p>Measuring Impact:</p> <ul style="list-style-type: none"> - Explores and experiments with a range of materials through sensory exploration - Makes choices from a range of materials and shows preferences - Explores a range of textures and notices a difference, responding differently to them
--	--

	<p>- Experiments with shapes, colours and marks</p> <p>Resources ALWAYS out each week to support progression towards intent: Choosing board to request colours / tools Symbols for like / don't like - adults to model in response to how pupil react to different textures - build up to some of them communicating this. Colouring / drawing table???</p>						
<p>Creative Development / PSED Afternoon (Friday)</p> 	<p>Enterprise Afternoon (parents joining!!)</p>   <p>Cork crafts</p>  <p>Hot chocolate cones</p>	<p>Finish off any enterprise bits</p>   <p>Cork crafts</p>  <p>Hot chocolate cones</p>	<p>TRAINING DAY</p>	<p>Biscuits - penguin shape?</p> 	<p>Mince Pies</p> 	<p>2022 CALENDARS</p> 	<p>LAST DAY PARTY</p>
<p>Forest Schools (Suzi Planning)</p> 							
<p>Physical Development</p> <p>Learning Intentions for the half term</p>	<p><u>Tuesday PE sessions:</u> Real PE Scheme - Foundation: Personal best focus. Pre Level 1: I enjoy working on simple tasks with help. Level 1: I can work on simple tasks by myself. I can follow instructions and practice safely. <u>Warm Up:</u> Penguin Freeze - red Penguin waddle - yellow Penguin run - green <u>Skill:</u> Exploring Movements Spots out across the gym - each child to a spot. Adult to shout / show different movement (march / spin arms / balance one leg / jump / run) <u>Skill application:</u> I'm Riding on my bike song <u>Cool Down:</u> Lay down and count down from 30. → Physical Development Afternoon if no community afternoon: Fine Motor Development Intent: Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon.</p>						

Pupils will be able to use fine motor skills as part of construction activities.

Measuring Impact:

Branch 3 - Picks up small objects with pincer grasp.

Can scoop with a spade/shovel whilst playing.

Branch 4 - Uses a pouring action whilst playing with sand / water.

Gross Motor Development

Intent:

Pupils will be able to throw and catch a range of different sized balls or objects.

Measuring Impact:

Branch 5 - Carries large objects whilst walking

Branch 6 - Rolls ball more accurately - Catches large ball thrown into two arms - Throws a ball with increasing accuracy

Story Props:

Penguin x3

Walrus

Sockybug

Snowstorm

Ice

Seals

caves / icicles

Sound button