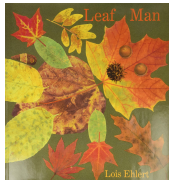
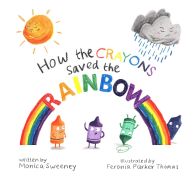






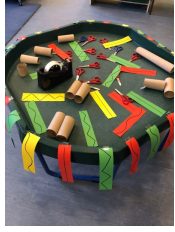





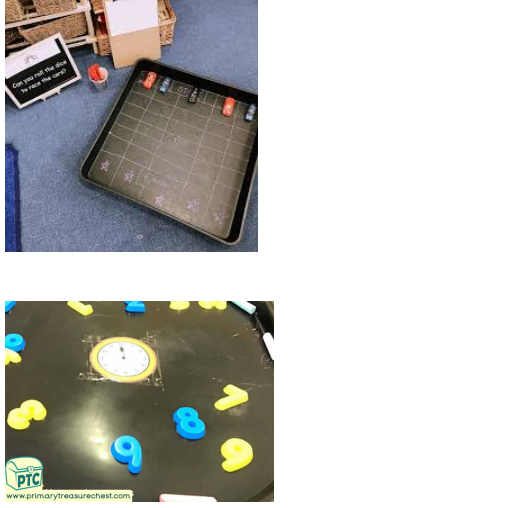







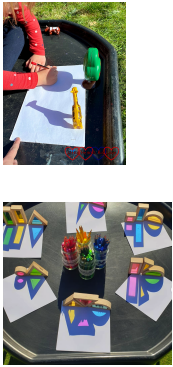










<p style="text-align: center;"><b>Curriculum Intent</b> <b>Snowstorm</b></p> <p style="text-align: center;">Comparing weather - measuring and recording compared to the previous year.</p>								Impact
	<p><u>Week 1</u> 1.11.21 Fri - Enterprise afternoon Bonfire Night</p>	<p><u>Week 2</u> 8.11.21 Thurs - Remembrance Day Autumn- seasons</p>	<p><u>Week 3</u> 15.11.21 Friday - Training Day Autumn- seasons</p>	<p><u>Week 4</u> 22.11.21 Weather</p>	<p><u>Week 5</u> 29.11.21 Weather</p>	<p><u>Week 6</u> 6.12.21 Parents Evening - T, W, Th Weather</p>	<p><u>Week 7</u> 13.12.21 Monday - Christingle Assembly Christmas play/crafts</p>	
Ignition/ Consolidation	<p>Ignition: Snow afternoon. Consolidation: Christmas activities/performance</p>							
Communication	<p><b>Communication is taught all day.</b> Intent: Pupils will develop language and conversation skills- linked to SCERTS targets. Communication and language development is encouraged throughout all sessions; building friendships, discussing likes and dislikes and providing reasons behind feelings. Implementation: Visual support throughout the day including timetables. Target communication sessions: Oro motor, what's in the box and Lego Therapy run throughout the week.  Attention Autism to take place twice a week - Stage 1 and 2 initially building up to Stage 3.</p>							
Communication, Language and Literacy development	<p>Bonfire Night Intent: Pupils will create an acrostic poem about Bonfire Night  Implementation: This is delivered by focused tasks and tuff tray provision  Focus- create a poem (noun phrases)  1. generate 'sight' 'sounds' mind map 2. create poem</p>	<p>Autumn Story - Leaf Man  Intent: To become familiar with a story and retell key parts.  Implementation: Tuff tray provision and focused activities  Focus- Autumn story 'Leaf Man' - sensory story -LA - x1 activity for book  1. Focus on sequencing/retelling the story (pictures and words). Makaton symbols for story actions 2. Create story map of events Using map that they have created to retell the story- speaking and listening. 3. Complete a Book review- linking to likes and dislikes</p>	<p>Weather Story - How the crayons saved the rainbow  Intent: To become familiar with a story and retell key parts.  Implementation: Tuff tray provision and focus activities Interactive story for HA/MA children. Sensory story for LA children.  Focused activities: 1. Predict what the story might be about- give choices and word bank 2. Describe an image from the story- adjectives and extended sentences (using 'because') 3. Think about the feelings of the characters (by looking at the pictures) 4. Ordering the key events to retell the story. 5. Speech bubbles linked to the colours e.g. 'I am red and I am the colour of an apple'</p>	<p>Christmas story Intent: To join in with an unknown text; role play and/or phrases.  Implementation: Christmas story box- 5 christmas stories to be wrapped in christmas wrapping paper and placed in the story box. Children to select a new text each day- focusing on reading the story and joining in with role play.</p>	CLL Branch Map			

<p>CLL Provision Tray ideas (fine motor, phonics, mark making/writing)</p>	  <p>Bonfire themed words</p> 	<p>Creating own leaf man</p> 	 <p>Stick puppets to retell/ act out story</p> 	 	  <p>How the CRAYONS Saved the RAINBOW</p> <table border="1" data-bbox="1424 577 1706 745"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>First</td> <td>Second</td> <td>Third</td> <td>Fourth</td> </tr> <tr> <td>Fifth</td> <td>Sixth</td> <td>Seventh</td> <td>Eighth</td> </tr> </table> <p>Retold by: _____</p>					First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	 		
First	Second	Third	Fourth																	
Fifth	Sixth	Seventh	Eighth																	
<p>CLL - learning intentions</p>	<p><u>Branch 4 learners:</u> Shared attention Listens with interest to the noises adults makes when they read stories</p> <p><u>Branch 5 learners:</u> Uses single words/signs/symbols for a range of purposes Follow what is being read by focusing on text, pictures or sounds</p> <p><u>Branch 6 learners:</u> Repeats words or phrases from familiar stories or rhymes Can match identical photos, pictures and symbols</p> <p><u>Branch 8 learners:</u> Focusing attention – still listen or do but can shift own attention Talks to explain what is happening and predict what might happen next Talks in more complex sentences, using linking words 'and' 'because' - In play situations - In structured situations Can describe a picture using adjectives Can colour in simple pictures staying within the lines</p> <p><u>Branch 9 learners:</u> Initiates conversation, pays attention and takes account of what others say Can answer simple questions about a story without props or pictures, to show understanding - Familiar story - Unfamiliar story Uses language to imagine and recreate roles and experiences with a narrative in play situations</p>																			
<p>Mathematical development</p>	<p><b>Measurement: Time</b> 3 tuff tray activities (two linked to time and one number)</p>	<p><b>Number: Subtraction</b> 3 tuff tray activities that are engaging (two linked to number and one subtraction) Focused activities that are differentiated to specific branch focus.</p>	<p><b>Geometry: Shape</b> 3 tuff tray activities all linked to shape Focused activities that are differentiated to specific branch focus. - positional language</p>	<p>MD Branch Map</p>																

	<p>Focused activities that are differentiated to specific branch focus.</p> <ul style="list-style-type: none"> <li>- ordinal numbers</li> <li>- sequence daily activities</li> <li>- setting the time to O'clock/half past</li> <li>- days of the week/months of the year.</li> </ul>	<ul style="list-style-type: none"> <li>- finding one less</li> <li>- subtracting objects within 10</li> <li>- subtracting objects within 20</li> <li>- subtracting using a numberline/column method</li> </ul>	<ul style="list-style-type: none"> <li>- construction of towers</li> <li>- copying patterns/mirroring with shapes</li> <li>- sorting shapes</li> <li>- describing and comparing shapes</li> </ul>	
<p>Mathematical provision tray ideas</p>				
<p>Mathematical development Intentions</p>	<p><b>Number/time:</b></p> <p><u>Branch 4 learners</u> - Combine two construction items</p> <p><u>Branch 5 learner</u> - Beginning to understand the concepts of 'now' and 'next'</p> <p><u>Branch 9 learners</u> - Uses everyday language related to time (e.g. 'before', 'later', 'after', 'soon')</p> <p><u>Branch 10 learners</u> - Tell the time to the nearest hour. Shows an understanding of ordinal numbers (first, second, third) during everyday activities and during structured activities</p> <p><u>Branch 11 learners</u> - Recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p><b>Subtraction:</b></p> <p><u>Branch 10</u> - Understands the concepts of 'add', 'take away' and 'equals' up to 10</p> <p><u>Branch 11 learners</u> - Subtract two-digit numbers to 20</p> <p><u>Branch 12 learners</u> - Represent and use number bonds and related subtraction facts within 20</p>	<p><b>Shape, Space and Measure</b></p> <p><u>Branch 5 learners</u> - Attempts, sometimes successfully, to fit shapes into spaces</p> <p><u>Branch 7 learners</u> - Copies simple patterns and makes arrangements with shapes, Selects a particular named 2D shape</p> <p><u>Branch 8 learners</u> - Sustained interest in construction activities and talks about shapes or arrangements (short or tall), Can name a particular 2D shape (After 2 or more choices/Spontaneously (no choices given)</p> <p><u>Branch 10 learners</u> - Beginning to use mathematical names for 'solid' 3D shapes</p> <p><u>Branch 12 learners</u> - Can identify the 2D shapes on the surfaces of 3D shapes</p>	

	<p><u>Branch 12 learners</u> - Tell the time to the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time</p>				
<p>PSED</p>	<p><b>Self Care &amp; Independence</b></p> <ul style="list-style-type: none"> <li>Using cutlery appropriately to feed self</li> <li>Dressing self (PE and swimming) using a task plan if needed</li> <li>Washing hands</li> </ul> <p><b>Relationships and others</b></p> <ul style="list-style-type: none"> <li>Playing alongside each other and sharing resources</li> <li>listens to other people and plays and works cooperatively</li> </ul> <p><b>Feelings, behaviours and morals</b></p> <ul style="list-style-type: none"> <li>Group 1 - recap and build on work around Zones of Regulation</li> <li>Group 2 - recognising and labelling basic emotions - happy, sad, scared, worried</li> </ul>				<p>PSED Branch Map</p>
<p>PSED Intentions</p>	<p><u>Branch 3 learners:</u> Grasps finger foods and brings them to mouth Engages with social games and songs</p> <p><u>Branch 5 learners:</u> Scoops food using a spoon to feed self Plays alongside others, sometimes sharing resources</p> <p><u>Branch 6 learners:</u> Holds two pieces of cutlery while eating Plays cooperatively with a familiar adult. Eg rolling a ball back and forth</p> <p><u>Branch 7 learners:</u> Eats from a bowl or plate with minimal mess Takes part in a turn taking game with adults for a sustained period Can express their own feelings such as sad, happy, scared and worried</p> <p><u>Branch 8 learners:</u> Uses a knife and fork in combination Keeps play going by responding to what others are saying or doing Has an understanding of the reasons for some feelings (happy, sad)</p>				
<p>Creative Development</p>	<p>Intent: To create a firework picture</p> <p>Implementation: construction, junk modeling.</p> 	<p>Intent: To create Autumnal art</p> <p>Implementation: texture/print using different materials</p> 	<p>Intent: To create a picture linked to the weather</p> <p>Implementation: colour mixing and paint skills</p> 	<p>Intent: To create Christmas cards and Christmas crafts</p> <p>Implementation: printing</p>	<p>CD Branch Map Symbol Exchange</p>

<p><b>Creative Development Intentions</b></p>	<p><u>Branch 7 learners:</u> Experiments with changing colours in different ways- mixing, layering, light and dark</p> <p><u>Branch 8 learners:</u> Intentionally mixes colours to create a new colour- paint or water, papers, light Can create free-form shapes using lines- screen, paper, messy play</p> <p><u>Branch 9 learners:</u> Selects appropriate resources for the task- modelling, 2d, construction Chooses particular colours for a purpose- realism, design</p>						
<p><b>KUW development Science</b></p>	<p>Intent: Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently.</p>						<p>CD Branch Map</p>
<p>Four seasons exploration.</p>		<p>Four seasons exploration</p>	<p>Four seasons exploration</p>	<p>Light. Torches, lamps etc. explore. Make sun catcher using coloured, dark and reflective materials.</p>	<p>Sundial and shadow theatre.</p>	<p>Rain in a jar experiment</p>	<p>Objects frozen in ice</p>
							
<p><b>KUW development intentions</b></p>	<p><u>Branch 5 learners:</u> Collect and interact with natural objects</p> <p><u>Branch 6 learners:</u> Can travel short distances to transition between activities</p> <p>Plays purposefully with small-world models</p>			<p><u>Branch 7 learners:</u> Comments on pictures/stories relating to themselves</p> <p>Describes some of the things that make them unique</p> <p>Can move around and find areas in familiar environment with minimal support</p> <p>Notices signs/symbols for significant places in their environment</p>		<p><u>Branch 8 learners:</u> Shows interest in different occupations and ways of life</p> <ul style="list-style-type: none"> <li>- Roleplay</li> <li>- Photos/videos</li> </ul> <p>Comments on aspects of their familiar world such as the place where they live or the natural world</p> <p>Comments on light and shadow in an investigation</p> <ul style="list-style-type: none"> <li>- Proximity</li> <li>- Comparison</li> <li>- Concept of transparent/opaque</li> <li>- Investigate with objects</li> </ul>	
<p><b>Physical development</b></p>	<p>See separate planning - Ball skills Warm up - bean game Skill -</p> <ul style="list-style-type: none"> <li>● Week 1 - side footed kicking</li> <li>● Week 2 - Side footed pass</li> <li>● Week 3 - Dribbling</li> <li>● Week 4 - Dribbling and passing</li> <li>● Week 5 - Shooting</li> <li>● Week 6 - pass and shoot</li> <li>● Week 7 - using skills learned to take part in a game</li> </ul> <p>Cool down - relaxation following visual clip on IWB</p>						

<p>Food Technology</p> <p>(creaming method)</p>	<p>Chocolate Apples</p> 	<p>Muffins</p> 	<p>Chocolate chip cookies</p> 	<p>Chocolate cake</p> 	<p>Shortbread biscuits</p> 	<p>Mince pies</p> 		
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