

# Swans Long-term Planning - 2025/26

	Autumn 15 weeks	Spring 12 weeks	Summer 12 weeks
Topic Title -	Ourselves	Our School	Weather and seasons
Communication and literacy	<p>Story - Ourselves By Jordan Garrat</p> <p><u>Communication</u></p> <p>Sign core words</p> <p>During core word session, child can use the word in context, verbally, using AAC, switches or symbols</p> <p>Participate in hello</p> <p>Bucket session developing shared attention and engagement</p> <p>Use appropriate switches, AAC or symbols in the environment</p> <p><u>Reading / phonics</u></p> <p>Foundation for Phonics (Aspect 4 - Rhythm and Rhyme)</p> <p>Walks in the community</p> <p>Environmental sounds and imitating sounds</p>	<p>Story -</p> <p><u>Communication</u></p> <p>Sign core words</p> <p>During core word session, child can use the word in context, verbally, using AAC, switches or symbols</p> <p>Bucket session developing shared attention and engagement - stage 1 and 2</p> <p>Use appropriate switches, AAC or symbols in the environment</p> <p>Make a choice between 2</p> <p>Listen to others</p> <p><u>Reading / phonics</u></p> <p>Foundation for Phonics (Aspect 4 - Rhythm and Rhyme)</p> <p>Phase 2 phonics</p> <p>Phonological Awareness Whole word reading</p>	<p>Story -</p> <p><u>Communication</u></p> <p>Sign core words</p> <p>During core word session, child can use the word in context, verbally, using AAC, switches or symbols</p> <p>Bucket session developing shared attention and engagement - stage 1-4</p> <p>Use appropriate switches, AAC or symbols in the environment</p> <p>Make a choice</p> <p>Listen to others</p> <p><u>Reading / phonics</u></p> <p>Foundation for Phonics (Aspect 4 and 5)</p> <p>Phase 2 phonics</p> <p>Phonological Awareness Whole word reading</p>

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	<p>Sensory story</p> <p>Sensory massage</p> <p>Library visits weekly - explore hard back books</p> <p>Blank level 1 focus</p> <p>Recognise name/photo</p> <p><u>Fine motor and writing</u></p> <p>Signing in</p> <p>Dough disco</p> <p>Matching symbols/overwriting/mark making.</p>	<p>Walks in the community</p> <p>Environmental sounds and imitating sounds</p> <p>Sensory story</p> <p>Sensory massage</p> <p>Library visits weekly - explore books</p> <p>Sequencing stories (3 pictures)</p> <p>Blank level 1 and 2 focus</p> <p>Props to retell stories</p> <p>Recognise name/photo</p> <p><u>Fine motor and writing</u></p> <p>Signing in</p> <p>Dough disco</p> <p>Matching symbols/overwriting/mark making.</p> <p>Develop a preference of dominant hand</p> <p>Pencil control</p> <p>Ascribing meaning to marks</p> <p>Shared reading: developing understanding, developing an awareness of the structure of words and use reading cues.</p>	<p>Walks in the community</p> <p>Environmental sounds and imitating sounds</p> <p>Sensory story</p> <p>Sensory massage</p> <p>Library visits weekly - explore books</p> <p>Sequencing stories (3/6 pictures)</p> <p>Blank level 1, 2, 3 focus</p> <p>Props to retell stories</p> <p>Recognise name/photo</p> <p><u>Fine motor and writing</u></p> <p>Signing in</p> <p>Dough disco</p> <p>Matching symbols/overwriting/mark making.</p> <p>Develop a preference of dominant hand</p> <p>Pencil control</p> <p>Ascribing meaning to marks</p> <p>Shared reading: developing understanding, developing an awareness of the structure of words and use reading cues.</p> <p>Talk for Writing - Pie Corbett</p>
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			<p>Copying from a model</p> <p>Labelling</p> <p>Letter formation</p>
Cognition and numeracy	<p>Number - songs and counting</p> <p>Place value</p> <p>Shape - 2D</p> <p>Time (days of the week, morning, afternoon etc.)</p> <p>Computing - cause and effect toys</p>	<p>Calculation: Addition, Subtraction</p> <p>Measurement: Length, Capacity, Volume</p> <p>Computing - use beebots to programme collecting items</p> <p>Information about me, the class and school</p>	<p>Interpreting numbers and data (if appropriate)</p> <p>Time and Money: Exchanging coin for object, adding money, Knowing the routine of the day (timetable)</p> <p>Computing - exploring apps and e-safety</p>
Knowledge and Understanding of the world	<p>Ourselves - me &amp; my family, me &amp; my routines, people &amp; families, humans, my interactions, teeth &amp; eating (My Family, Special Celebrations and Faith)</p>	<p>School environment &amp; sorting and using materials, (The place I live, Materials and changes)</p>	<p>Changing seasons, living things, plants, growing, floating and sinking (Living things and our eco system, Through time and space)</p>
PH+RSE	<p>Self-Awareness and making relationships</p>	<p>Self-Awareness Identifying and Expressing Feelings and Managing Strong Feelings</p>	<p>Healthy Lifestyles/selfcare support and safety/Growing and changing/ Buddy Award Presentations</p>
Creative & Expressive Arts	<p>Music - attention and listening skills Exploring sounds</p> <p>Art - focus on Attention Autism - chn to create art pieces linked Ourselves topic Tactile exploration &amp; textures</p> <p>Food technology - taste and explore</p>	<p>Music - Beat and tempo focus - chn to use instruments. Sounds and skips all around us</p> <p>Art - Using paper</p> <p>Food technology - continue with fun with food sessions</p>	<p>Music - Showing enjoyment and creating music</p> <p>Art - collage and strokes</p> <p>Food technology - sweet and savory</p>

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	new foods linked with ourselves topic 'fun with food' focus		
PE	Games - social and physical interaction: This is me Climbing	Dance and swimming	Gymnastics
Independence (links with CNP)	Dressing and undressing  Toileting  Washing hands  Hygiene  Developing awareness of where own belonging go.  Putting away own belongings with less adult support	Dressing and undressing  Toileting  Washing hands  Hygiene  Developing awareness of where own belonging go.  Putting away own belongings with less adult support	Dressing and undressing  Toileting  Washing hands  Hygiene  Developing awareness of where own belonging go.  Putting away own belongings with less adult support
Sensory Circuits	To engage in a complete sensory circuit  To engage in different stage sensory circuits at different times when appropriate  To access a variety of sensory circuit activities.	To engage in a complete sensory circuit  To engage in different stage sensory circuits at different times when appropriate  To access a variety of sensory circuit activities.	To engage in a complete sensory circuit  To engage in different stage sensory circuits at different times when appropriate  To access a variety of sensory circuit activities.

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## All Year Round Learning

Literacy	Numeracy	PHSE	Speech and Language
<p>Letter formation</p> <p>Reading, Phonics</p> <p>Listening, Speaking skills</p> <p>Sequencing</p> <p>Communication</p>	<p>Number formation</p> <p>Addition, subtraction, number bonds</p> <p>Counting - 1-5/10/20 etc. forwards, backwards, rote, random, missing numbers.</p> <p>More / Less, one more, one less etc</p> <p>Shape</p> <p>Colour</p> <p>Time o'clock</p> <p>The weather</p> <p>Days of the week</p>	<p>Body awareness</p> <p>Awareness of own needs</p> <p>Dressing and undressing</p> <p>Knowing myself</p> <p>Keeping clean</p> <p>Why we need to keep clean</p> <p>Good hygiene practise</p> <p>Making personal choices</p> <p>Emotions</p> <p>Relating emotions to how you feel</p> <p>Responding to and using language to express feelings</p>	<p>Individual plans - these will be done every morning</p>