

## Communication and Literacy

### Communication

To make a choice between 2 symbols using choice board  
To make a choose a symbol out of 4  
Recognise and use symbols in the environment  
To begin to look at symbols when shown  
To use a switch to ask for more  
To explore a trial LAMP device across the curriculum  
To begin to sign 'more' with HOH support

Reading / phonics

- My school sensory story

To watch and remain engaged fully for the duration of the sensory story To engage in the sensory aspects of the story

Story massage a day in school  
Begin to recognise different words have a different action(Band 3) (Fine motor and writing)  
Demonstrates grip control when picking up a mark making tool (Band 2)  
Shows good gross motor control (Band 2)  
Begins to overwrite shapes and patterns (band 3)

## Cognition and Numeracy

### Shape space and measure – Building large towers using large blocks soft play

To handle and explore objects (band 2)  
I can demonstrate an interest in the relationship between objects (Band 2) (ALL) (soft play)  
They experience full and empty containers (Band 3)  
Children can use the term 'big' during a play activity. (Band 3)

Number and place value

I can show some enjoyment of action rhymes and songs (Band 2)  
I can sort out my toys and things so that all the same ones are together (Band 3)  
When I am playing with my toys or singing songs I will say some number names (Band 3)

ICT, using technology - Sensory room

Yearly plan

## Knowledge and Understanding of the World

People and communities- the place I live  
To show an enjoyment when visiting places in the local area (Band 2)  
To show an interest in the things they can hear and see in the local environment (Band 3)

The world- through time and space  
To show an interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them (band 2)

# Spring term

## My school

Sensory story- My school  
Sensory massage- A day in school  
story massage  
Sensory room- Computing and ICT focus  
Soft play – big and small  
Maths offer

### PH+RSE

Identifying and Expressing Feelings  
Accept support to access equipment and/or strategies to help me with sensory regulation (Band 2)  
Managing strong feelings  
Accept assistance to overcome frustration (band 2)

### Sensory circuits

To complete 2 stages of a sensory circuit with an adult.  
To accept adult support to transition from one sensory circuit activity to the next  
To engage in 1 stage of a sensory circuit with an adult

## Creative and Expressive Arts and Sensory play

### Music

Tap out rhythms and beats on the children's bodies as you listen to music or sing. This enables the children to begin to 'feel' the music as well as hear it and encourages them to move for themselves too. (Band 2)

### Art

To make marks intentionally on a surface with fingers or tools  
Watches the paper as they make marks (Band 3)  
Colours over picture and shows some awareness of the lines (Band 4)

### Food technology

Children are supported to wash their hands before beginning a Food Technology lesson. (Band 3)  
Children are supported to complete simple cooking processes. (Band 3)  
Children hold a simple kitchen tool correctly with adult support. (Band 4)

### Independence (linked with CNP)

Help take off trousers/ leggings when changing  
Lift foot to put on shoe  
Put on own shoes  
Put away own belonging with only 1 verbal adult prompt  
Carry own belongings to the bathroom  
To become more independent in completing self care/ hygiene routines such as brushing teeth, wiping face and hands etc

## Physical Education

### Moving and climbing

Pupil can stack 15 objects (such as cones) (Band 4)  
Pupil can pick up an object (such as a bean bag) and place it inside a designated area (band 3)

### Swimming

Show enjoyment of being in the water (lower Band 2 )  
Lie on the back or front with adult support and be towed around the pool (band 2 )  
Watch, listen, feel or mimic blowing action while attempting to place mouth close to the water (band 3)