






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question	Knock Knock Who's there? Ourselves and Our School	What is a shadow? Light and Dark and Colours	How loud can a lion roar? Sounds and Senses	Who Lives in There? Homes and Habitats	What Makes a Seed Grow? Outdoor Environment and Growth	Why Does Ice Melt? Water and changing states
Learning to get on with others <i>(Personal Social and Emotional Development including EHCP Plan including Levels of Involvement and well-being</i> 	Building Relationships (Making Relationships) <i>Develop relationships and interact with staff and peers in daily routines.</i>	Personal Care (Health and Self Care- Physical) <i>To take part in daily personal care routines such as feeding drinking toileting, washing and dressing.</i>	Making Choices (Self Confidence and Self Awareness) <i>Make choices and express preferences by using a range of communication systems and strategies</i>	Working in groups (Making Relationships) <i>Pupils can take part in and contribute to group activities</i>	Pupils develop Personal Autonomy <i>Develop greater independence skills</i>	Making Choices (Managing Behaviour and feelings) <i>Make choices and express preferences by using a range of communication systems and strategies</i>
Learning to Play: (Stages of Play) <i>The following sequence is used as a notional framework through which development may progress, although it is acknowledged that children may acquire skills laterally for an extended period of time, or in indeed in a non-linear manner</i>	1. Exploratory Play- To explore and manipulate objects materials and toys showing interest at a basic level.	2. SOLITARY PLAY Children play without involving others, either independently or as a continuation of previous play.	3. Social lay with adult interaction- Children play with an adult who guides, supports and extends their play, encouraging imitation whilst always valuing and following the child's own initiative.	4. SOCIAL PLAY WITH A PEER - Children play alongside each other but will interact with each other when the opportunity arises	5. GROUP PLAY Children develop the ability to negotiate and collaborate with others developing their own rules or playing within established rules	6. IMAGINATIVE PLAY <i>Children are encouraged to role play and to use toys and objects imaginatively within this.</i>
Learning to communicate <i>(Communication and Language including EHCP Plan, SALT Targets)</i> 	Developing Listening skills (Comprehension)	Developing intentional communication (Comprehension)	Developing Interactions	Developing language (Speaking)	Developing Communication Further.	Developing greater understanding.

<p>Learning to learn (Cognition and Learning, Intellectual Reasoning, including EHCP Plan)</p> 	<p>Early Responses</p>	<p>Attention and Levels of Involvement</p>	<p>Search Strategies</p>	<p>Cause and Effect (Environmental control)</p>	<p>Visual Perception Skills - 2D & 3D Representation (colour, shape object)</p>	<p>Categorisation Skills</p>
<p>Learning to use our bodies (Gross and Fine Motor including Mark-making including EHCP Plan)</p> 	<p>Gross motor- Apparatus Travel around, under over and through balancing equipment</p> <p>Fine motor skills- Exploration Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting, pulling, posting.</p>	<p>Gross Motor- Using Equipment- Ball skills</p> <p>Games</p> <p>Fine motor skills- Exploration Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting, pulling, posting.</p>	<p>Gross Motor: Dance</p> <p>Fine motor-Control Equipment Show an increasing control on holding and using beaters books and mark making tools.</p>	<p>Gross motor- Apparatus Travel around, under over and through balancing equipment</p> <p>Fine motor skills- Exploration Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting.</p>	<p>Gross Motor- Using Equipment- Ball skills</p> <p>Games</p> <p>Fine motor skills- Exploration Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting.</p>	<p>Gross motor- Outdoor Climbing Opportunities Travel around, under over and through balancing equipment</p> <p>Fine motor-Control Equipment</p>
<p>Learning to Explore the World</p> 	<p>Explore the visual, tactile and sensory qualities of sensory processes</p>	<p>Pupils explore contrasts of light and dark and explore and investigate light sources.</p>	<p>To recognise and explore how sounds can be changed sing simple songs recognise repeated sound and sound patterns and match movements to music.</p>	<p>Respond to and develop likes and dislikes in a range of sensory stimuli.</p>	<p>Recognise that animals including humans move feed grow and use their senses and reproduce</p>	<p>To use colour shape space pattern and texture and a range of materials and process to represent ideas and feelings.</p>