

My Communication & Literacy

- Phonics
- Mat Man/ Handwriting Words
- Sensory Stories
- Attention Autism

Writing

- Can produce pre-writing shapes
- Can spell one-syllable common words that are phonetically plausible..

- Can write speech bubbles for characters.

Communication

- Can follow requests and instructions containing at least three key words, signs or symbols
- Can use props to imitate an action of a character in the story.

Reading

- Can blend CVC words.
- Can link events in a story to their own experiences.
- Can recall simple details of a familiar story through finding a correct symbol/ picture/ word
- Can read and understand sentences with questions (e.g. 'Where can I get some water?').

My Communication & Literacy continued

Key Vocabulary:

Key Text: The journey home from Grandpa's

Who, what, what doing, where, when.

Travel adjectives: Go, From, To, Far, Close, On, Off

Science & Outdoor School

Working Scientifically

Can participate and contribute to collecting data to answer a class question/ Can collect data to answer a given question

Can identify familiar equipment/ resources that they will need for an activity

Can observe/ make comments/ notice things about their surroundings and investigations

Seasonal changes – noticing the change in temperature,

Key vocabulary

Data, tally, observe, record, fast, slow, magnetic, materials

My Thinking & Problem Solving: Maths

Maths

- Can read and say amounts of money using the coins 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2.
- Can record values of amounts using symbols for pounds (£) and pence (p).
- Can recognise and use symbols for pounds (£) and pence (p).
- Can identify arrays and make arrays with objects and counters.
- Can describe equal groups through writing as a repeated addition.

Key Vocabulary:

Pounds, coins, pence, array, equal, group, by, groups of,

- Can combine shapes to make new ones
- Can make comparisons between objects relating to size, length, weight and capacity.
- Can begin to describe a sequence of events, real or fictional, using words such as 'first . . .', 'then'
- Can notice and correct an error in a repeating pattern.
- Can extend and create ABAB patterns (e.g. stick, leaf, stick, leaf).
- Can talk about and identify the patterns around them

Key Vocabulary:

Infront, behind, below, above, new, square, triangle, rectangle, long(er), short(er), heavy(ier), light(er), big(ger), small(er), first, next, then, pattern,

Personal development

PSHE

- Identify simple differences and similarities between people.
- Describe things that all people have in common.
- Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc.
- Identify some of the ways in which different adults who work in school contribute to school life.
- Identify some different jobs that people we know do.
- Give some simple examples of things we are allowed/not allowed to do in school (rules).
- Explain how rules help us.
- Identify simple ways in which we may take care of people and/or animals.
- Identify some different groups that we may belong to (e.g. family, school, clubs, faith).

RSE

- Respond to stimuli which demonstrates the ways in which we are cared for by trusted adults.

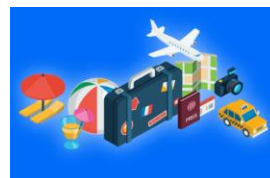
Life skills

- To recognise the sequence of events that have to be completed in order to go shopping for one item.
- Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).

Community visit

- To communicate what you would like in a cafe or restaurant.
- Explain some different ways of keeping money safe.

Maple Class – Summer 2 – Travel & Transport



My Play and Leisure

- Can choose a 'partner' for an activity or who should have the next turn.
- Can recall responses of others in a group.
- Can take turns within a structured group activity.
- PSHE links – playing and working together

My Physical Wellbeing: PE

- TACPAC
- Sensory Massage
- Practice for Sports Day
- Can show an enjoyment of physical movement. Can follow group games which involve movement.
- Can catch a ball.
- Can use both hands to throw and catch.

Key Vocabulary:

Jump, on, off, high, low.

My Creativity: Art

- Junk modelling trains
- Pattern making
- Focussing on My Creativity PLIMS
- Encountering coloured collage, layering, and both positive and negative spaces.
- Learning to be free within the artistic Process.
- Encountering colour exploration