


<p align="center"><b>My Communication &amp; Literacy</b></p> <p><b>Oracy:</b> Attention Autism Stage 1+2, role play, props and imitating characters.</p> <p>Reading/Writing: Phonics/environmental sounds, MatMan/handwriting, Sensory stories, Colourful semantics to answer who, what, where questions and form who, what doing sentences, writing names on luggage tags. story sequencing.</p> <p><b>Key Vocabulary:</b> Bus, train, car, plane bike, road, platform, station, travel, transport, luggage.</p> <p><b>Objectives:</b> Can follow requests and instructions containing at least two key words, signs or symbols Can sequence two events Can complete a simple written sentence by finding a correct symbol/picture Understand instruction with more than one element Respond to direction to stop/finish</p>
---

<p align="center"><b>My Thinking &amp; Problem Solving: Maths</b></p> <p>Making maps, days of the week, using shapes to make transport, decomposing shapes, odd one out, fact families.</p> <p><b>Key Vocabulary:</b> Map, direction, left, right, days, forwards, backwards, today, yesterday, tomorrow.</p> <p><b>Objectives:</b> Can recognise left and right Describe position – above and below Describe position – forward and backward Compose and decompose shapes Select, rotate and manipulate shapes</p>
---

<p align="center"><b>Science &amp; Outdoor School</b></p> <p>Animals – movement and healthy exercise. Working scientifically – push and pull, light and reflection, fast and slow. Habitats – animals and where they live. Outdoor School – seasonal changes and exploring</p> <p><b>Key Vocabulary:</b> Movement, push, pull, light, fast, slow, exploring, habitats.</p> <p><b>Objectives:</b> Differentiate between different characteristics Communication awareness of changes in light/ Outdoor School – explore the space independently Engage with nature and use the senses</p>
--


<p align="center"><b>Personal Development</b></p> <p align="center"><b>PSHE:</b></p> <p>Respecting differences between people, jobs people do, rules and laws, taking care of environment, belonging to community.</p> <p align="center"><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between people.</li> <li>Respond to stimuli about different jobs.</li> <li>Things we are allowed/not allowed to do in school.</li> <li>Respond to stimuli about different pets and how we can look after them.</li> <li>Identify some different groups we belong to.</li> </ul> <p align="center"><b>Life Skills/Community Visits:</b></p> <p>Exchanging coins for an item, communicating what you would like from a shop/cafe. Exploring money. Safely reach a train station.</p> <p align="center"><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand safety at a train station.</li> <li>Recognise ways of paying for things.</li> <li>Hand a £1 coin to the person on the other side of the exchange.</li> <li>Respond with curiosity about what shops sell.</li> </ul>
---

<p align="center"><b>My Play and Leisure</b></p> <p>Water play, parachute games, teamwork and turn taking, playing and working together.</p> <p><b>Key Vocabulary:</b> Play, team, together, friends, turns, sharing.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Play and leisure PLIMs – take turns and share resources.</li> <li>Can wait before taking an item of interest from a peer</li> <li>Engage in turn taking play when playing alongside another.</li> </ul>
--



## Palm Class – Summer 2

### Travel and Transport



<p align="center"><b>My Physical Wellbeing: PE</b></p> <p>TACPAC and sensory massage. Athletics – practice for Sport's Day.</p> <p><b>Key Vocabulary:</b> Run, jump, sports, regulation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Can use both sides of the body</li> <li>Can cross over the middle of their body</li> <li>Sensory/Physical and SEMH PLIMs – regulation</li> <li>Can coordinate incoming visual input.</li> </ul>
---

<p align="center"><b>My Creativity: Art</b></p> <p>Making transport items using junk modelling, play dough and paint rolling to make tyre/transport marks.</p> <p><b>Key Vocabulary:</b> Roll, marks, travel, transport, modelling.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>My Creativity PLIMs – displaying curiosity with a range of creative materials.</li> <li>Exploring fine motor movement and mark making.</li> <li>Developing understanding of mark making.</li> </ul>
--

<p align="center"><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand safety at a train station.</li> <li>Recognise ways of paying for things.</li> <li>Hand a £1 coin to the person on the other side of the exchange.</li> <li>Respond with curiosity about what shops sell.</li> </ul>
--