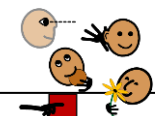


# Rowan class – topic map

<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Continue to build on knowledge of using a speech device.</li> <li>Make a request of a desired toy and activity.</li> <li>Can recognise and understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> <li>Can understand simple instructions like 'give to nanny' or 'stop'.</li> <li>Start to recognise the key vocabulary through the hands-on activities.</li> <li>Can identify familiar objects and properties for practitioners when they are described, for example, 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>Can recognise and points to objects if asked about them.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Can feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</li> <li>Can feel strong enough to express a range of emotions.</li> <li>Can show 'effortful control', for example, waiting for a turn.</li> <li>Become increasingly independent in care needs.</li> <li>Can notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities religion and so on.</li> <li>Has developed friendships with other children.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Can start eating independently and learning how to use a knife and fork.</li> <li>Can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Can use large and small motor skills to do things independently.</li> <li>Can build independently with a range of appropriate resources.</li> <li>Can explore different materials and tools.</li> <li>Can show an increasing desire to be independently, such as wanting to feed themselves and dress or undress.</li> </ul>	<p><b>Literacy</b></p> <p><b>Books:</b> We're Going on a Bear Hunt by Michael Rosen</p> <p>The Listening Walk by Paul Showers</p> <p>The witch's Cat and The Cooking Catastrophe by Kirstie Watson</p> <ul style="list-style-type: none"> <li>Enjoy drawing freely</li> <li>Enjoy and join in with songs and rhymes, turning in and paying attention.</li> <li>Can enjoy sharing books with an adult</li> <li>Can pay attention and respond to the pictures or the words.</li> <li>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>Can develop play around favourite stories using props.</li> </ul>	<p><b>Personal Development PSHE</b></p> <ul style="list-style-type: none"> <li>Can show effortful control, for example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Can express preferences and decisions, they also try new things and start establishing their autonomy</li> </ul> <p><b>RSE</b> Has developed friendships with other children.</p> <p><b>Community visits</b> Progress to walking to and crossing a minor road with support and stopping at the edge of a kerb when an adult says stop until it is a safe time to cross and the adult says go (holding an adults hand, safe use of wrist straps etc...)</p> <ul style="list-style-type: none"> <li>Behaviour in car parks</li> <li>Can feel confident when taken out around the local neighbourhood and enjoy exploring new places and shops with their key person.</li> <li>Use public transport and school minibus to explore different shops (e.g. book shop, pet shop, toy shop, charity shop)</li> </ul> <p><b>Life skills</b> To use strategies to manage a</p>
<p><b>Mathematics</b></p> <p><b>Shape and Number:</b></p> <ul style="list-style-type: none"> <li>Can complete inset puzzles.</li> <li>Can recognise/compare sizes, weights etc. using gesture and language - 'big and small'.</li> <li>Can compare amounts, saying 'lots', 'more' or 'same'.</li> <li>Has developed counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>Enjoy and join in with counting songs and rhymes.</li> <li>Can notice patterns and arrange things in a pattern.</li> </ul>	<p><b>Rowan Class – Summer 2</b></p> 		<p><b>Super Senses</b></p>	
	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Can explore and respond to different natural phenomena in their setting and on trips.</li> <li>Can explore natural materials, indoor and outside.</li> <li>Can explore materials with different properties</li> <li>Can repeat actions that have an effect.</li> </ul>	<p><b>Expressive Arts and Design Music:</b></p> <ul style="list-style-type: none"> <li>Can make rhythmical and repetitive sounds.</li> <li>Can join in with songs and rhymes, making some sounds.</li> <li>Can explore a range of sound makers and instruments and play them in different ways.</li> <li>Can take part in action songs.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Can explore different materials using all their senses to investigate them.</li> <li>Can start to make marks intentionally.</li> <li>Can explore paint, using fingers and other parts of their bodies as well as brushes and</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Good morning, Goodbye</li> <li>Toilet</li> <li>Open, Close</li> <li>More, Finished</li> <li>In, Out, Up, Down</li> <li>Big, Small</li> <li>Smell, taste, touch, look, listen</li> <li>One-key word instructions</li> <li>Lesson specific vocabulary</li> </ul>	