

### My Communication & Literacy

- Phonics/ Environmental Sounds
- Mat Man/ Handwriting Words
- Sensory Stories
- Attention Autism
- Colourful Semantics who/what doing/ what/ where/ when
- Writing my surname
- Prediction
- Sequencing story
- Creating tickets/ luggage tags (names) for travelling
- Write about a familiar journey

### Emerald:

#### Writing

- Can purposefully write their name and surname.
- Can write speech bubbles for characters.

#### Communication

- Can ask questions of interest about another person.
- Can comment on other's opinions.
- Can present to an adult.
- Can listen to a group address for 3 minutes.

#### Reading

- Can tell how a character is feeling by looking at pictures

### My Communication & Literacy continued

#### Meadow: Communication

- Can comment on an item/ event and looks back at an adult/ peer to comment.
- Can understand and respond to simple 'who, what, where' questions.
- Can use physical contact/ proximity appropriate to the situation.

#### 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

#### Animals

Movement and exercise to be healthy

#### Working Scientifically

Push and pull  
Magnetic car toys  
Light and reflection (link to safety at night)  
Fast vs slow

#### Habitats

Look at animals and where they live.  
Different countries use aeroplane or boat.

Seasonal changes – noticing the change in temperature

#### Key vocabulary

First, next, then, roots, stem, flower, petal, leaf, trunk, branch, mammals, birds, fish, amphibians, reptiles, carnivore, omnivore, herbivore, scales, feathers

### My Thinking & Problem Solving: Maths

- Maps of my local community
- Order days of the week
- Tangrams/ making transport from shapes
- Decomposing shapes
- Odd one out
- Fact families
- Measuring lengths

#### My thinking and problem solving

- Recognising that before working on any activity, I need.....
- To acknowledge that I want/need equipment
- To get the resources and equipment I want/need

#### Maths

- Can recall the days of the week in order.
- Can compare length, weight and capacity.
- Can compose and decompose shapes so that they recognise that a shape can have other shapes within it, just as numbers can.
- Can select, rotate and manipulate shapes to develop spatial reasoning skills.

#### Key Vocabulary:

Infront, behind, below, above, more, less, left, right, turn, find, add, takeaway.

### Personal development

#### PSHE

- Identify simple differences and similarities between people.
- 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).
- 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.

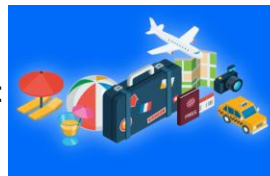
#### Life skills

- 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.

## Birch Class – Summer 2 – Travel & Transport



### My Play and Leisure

- Group games
- (Jenga, dominoes, snap, memory game, snakes and ladders, etc)
- PSHE links – playing and working together

#### PLIMS focus – My Play and leisure

- Show awareness of their own and others feelings during play
- Engage in a variety of play and leisure activities, both independently and with others.

### 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