



# Summer Term Plan



## Communication and Interaction

Continued use of communication boards as directed by SALT, and across additional areas of the classroom. Staff to model use.

Weekly additional signalong signs to be introduced as well as songs/rhymes with signs.

**Signs:** Good morning, toilet, wash hands, snack time, playtime, first/next, bucket time.

**Songs:** Including: The wheels on the bus, Row, row your boat, Stop says the red light, first half term and songs based on mini beasts, animals second half term including Incey Wincey Spider, Ladybird, Ladybird, Five little speckled frogs, One two three four five, once I caught a fish alive

See link for more: [https://www.bigeyedowl.co.uk/show\\_songs.php?t=6](https://www.bigeyedowl.co.uk/show_songs.php?t=6)

Develop everyday language by continuing to match picture to picture for pre-verbal children and picture to word for verbal children Continued focus on following 2-part instructions and interacting with a key adult – barrier games/language games 1:1 with an adult Focus on positional language, over, under, on, through.

## Literacy

Group 2 - Phase 2 phonics, alongside daily reading, HF sight words, cvc words to spell and sticky sentences to consolidate word order, capital letters and full stops. Daily name recognition and formation practice.

Group 1 - Daily access to See and Learn Vocabulary 1 (from See and Learn Language and Reading scheme) Continue to work on Phase 1 Phonics and sound differentiation, daily picture to picture matching of common words. Sentence builders for pre-verbal communicators. Continue to work on writing/matching own name/ordering letters in name.

**Key stories:** The Train Ride, Harry's Home, Whatever Next, Meg and Mog go to the Moon, Air, land and Sea transport book, The Very Hungry Caterpillar, What the Ladybird Heard, Hairy McClary, books about Mini beasts and life cycle.

## Physical development

Gross motor – develop through twice weekly PE sessions and daily access to large outdoor equipment and specialist sensory equipment, demonstrating increasing coordination in balance and strength.

Introduce Squiggle while you wiggle/or SWFT motor skills to develop gross and fine motor skills.

Fine motor – daily access to sensory and malleable materials such as playdough, rice, water, sand, etc

Specific focus on holding a pencil effectively using a tripod grip, effectively using scissors, paintbrush, cutlery.

## Emotional and Self-awareness

Focus on being able to identify strategies which enable calming behaviours and self/coregulation.

Continue to develop an understanding of emotions and begin to match/name emotions on visuals.

Develop 5 point scale with specific children and social stories/comic strip conversations to explain visually how our actions might affect others.

## Social Understanding and Relationships

Continue to develop ability to participate appropriately in routine elements of the day, sitting for snack, hello time, song time, bucket time and story time for extended periods of time.

Develop social relationships through adult led play sessions where staff model play.

**Values for this term Appreciation and Mindfulness:** Learning to be appreciative through being polite with one another, having a caring attitude towards one another, our classroom and resources and being thoughtful and kind. Mindfulness through finding joy in everyday activities and appreciating those which induce calm. Sensory play experiences including natural materials and time to explore the outside environment which induce calm and a sense of wonder.

## Understanding the World

Exploration and comparison of different types of transport and journeys through differing aspects of the landscape in first half term and life cycles and growing plants during the second half term.

**Travel Vocabulary:** different transport, land air, sea, wheels, tickets, town, countryside seaside etc

**Mini beasts Vocabulary:** caterpillar, butterfly, ladybird, plants and growing

Weekly baking sessions will focus on weighing, balancing, mixing, baking, ingredients, following instructions.

## Numeracy

Order numbers to 5, begin to point to or find the correct the number when asked for pre-verbal children

Subitise quantities to 5,

Begin to recall number bonds to 5/10.

Order and count to and beyond 20, recognising the pattern of the counting system ie 21, 31 etc

Add and subtract within 10/20

Begin to continue a repeating pattern

Develop an understanding of positional language over/under/through/up/on

## Attention and behaviour for learning

Adapted Attention Autism Planning weeks 1-5, stage 1 and stage 2, during session time

Story and song time at end of sessions. Focus on remaining seated for 'hello time' as well as snack and lunchtime.

Continued use of the workstation daily for 2 short activities and for some children the opportunity to begin to access it with a degree of independence.

## Exploratory materials

Children will have the opportunity to explore materials such as paint, paper, collage, natural objects, joining materials such as glue and tape as well as musical instruments to develop their creative responses and fine motor skills. Stimuli will include both open ended process driven resources as well as responses to particular stories or events. Children will have weekly opportunities to participate in observational painting/drawing where they are encouraged to look carefully at the plant/object on the table and respond to it with various materials.