Topic Overview Otters

Class: Otters	**Barndale Learning Plan**	Term: Autumn 1

Communication and Language **LO's Communication and Language (Speaking and Listening):** **Expressive: I can make requests or comment with single words/ short phrases, using vocalisation,photos, symbols or songs/objects of reference, gesture.** **Receptive: I can show understanding of single words/ short phrases, using vocalisation, photos, symbols or songs/objects of reference, gesture by following instructions or responding to key parts of our structured day.** Our communication will focus on core vocabulary throughout every session: more, stop, go, fast, slow. Key words/visuals/objects or songs of reference will be introduced linking to our animals topic, timetable, regulation. An equal emphasis will be placed on both receptive and expressive communication skills.	**Literacy:** **LO's I can engage in sensory story sessions for extended times.** **I can recognise and match visual symbols and letters of the alphabet.** **I can hold a mark making tool and make shapes/copy or overwrite.** Using an adaptation of the book Dear Zoo, we will explore a structured Sensory Story session which includes all 7 senses to engage children's sensory systems. **Reading**: A combination of phonics and sight reading skills will be used to support pre-reading skills. We will use symbols to support understanding and pre-reading skills throughout the day. **Writing:** Fine and gross motor skills, hand eye coordination and proprioception will be threaded throughout all sessions to support writing.	**Cognition and Learning:** **LO's I can show engagement in a range of activities for extended periods of time.** Activities will be planned to support children's interests and schematic play while introducing new ways to explore. Through structured sessions and supported play opportunities, children can become deeply engaged as they take things they already know and combine them in new ways so that their understanding deepens. Engagement profiles will capture the following to support engagement in learning: • Signs of engagement • Time engaged • Elements which support each child to engage
Social, Emotional and Mental Health **LO's I can co regulate with a trusted adult using a range of strategies personal to me.** **I can share my place space and begin to take turns supported by an adult.** Using a familiar structure to each day and visual/physical cues, children will be supported to develop effective regulation strategies. Sessions such as body awareness will support the learning of interoceptive cues in the body. Visual symbols will be introduced to represent emotions and what a co regulator can do to hello will support regulation. Sessions will all have a multi sensory approach to support regulation. Sessions will all range from the whole class to smaller groups and individual learning. During circle time, party games and PE, adults will facilitate opportunities for solitary play, parallel play and cooperative play.	**Maths** **LO's I can show early Maths skills using number place and value, and 1 to 1 correspondence 1 to 10..** **I can show understanding of the concepts more or less.** **I can show understanding of the structure of my day using a visual timetable and a now and next board.** **I can recognise and identify 2D and 3D shapes.** Using Maths activities, cooking sessions. circle time and music children will develop an understanding of numbers, sequences and quantity. Our visual timetable will be supported by songs of reference to support understanding of the structure of our day. Children will develop an understanding of time using now and next.	**Physical** **LO's I can use my fine motor and bilateral skills to develop my independence when dressing, toileting and eating.** **I can coordinate different body movements to support my proprioceptive and vestibular skills.** Using movement sessions, circle time and play equipment children will develop skills to support their independence. We will use specific planned activities such as music and movement, body awareness, party games and parachute games to develop understanding of body position in space. Coordination and balance will be supported throughout.
Sensory Children's individual sensory needs will be supported throughout the entire curriculum. All 7 senses will be consistently supported. Hyper-sensitivity – increased sensitivity can cause sensory overload and dysregulation. Hypo-sensitivity – decreased sensitivity may cause sensory seeking and dysregulation.	**Science** **LO's I can explore different animals and identify/ match a range of features** **I can test materials to find out if they can change shape by either squashing, bending, twisting or stretching.** Using our animals topic, we will explore how different animals sound, move, look and live in sessions such as music and movement, sensory story, PE. phonics and Art.	**Expressive Art ands Design** **Dance** **I can use my fine motor and bilateral skills to develop my independence when dressing, toileting and eating.** **I can coordinate different body movements to support my proprioceptive and vestibular skills.** During music and movement sessions children will explore how different animals move. Using core vocabulary we will explore fast, slow, go and stop. **Visual Art** **I can explore colour matching and mixing, cutting and tearing.** Children will explore colours and collage to create animal portraits.