

Personal Development

PSHE and RE:

What? Self Awareness (PSHE), Who is Muslim and how do they live? (RE).

How? Exploring things we are good at, developing turn taking skills, identifying kind and unkind behaviours, playing and working together, identifying people who are special to us

Thrive:

What? Social and emotional well-being activities

How? Individualised action plans and learning activities which involve 'thinking, being, and doing'.

Maths:

What? Number value, place value, addition and subtraction

How? Number rhymes and songs, practical counting (how many children are here?, giving out plates at snack time, etc), individualised targets and activities

English:

Communication & Interaction:

What? Communicating using a Total Communication approach

How? Group Time sessions, sharing our weekend news, turn-taking sessions, everyday use of Total Communication methodology with individualised targets

Reading and phonics:

What? Sounds in the environment, developing phonemic awareness

How? Early Reading Pathway and Read, Write, Inc.

Writing:

What? Building and understanding sentences, **How?** Colourful semantics ('who', 'is doing' and 'what') and use of visual aids, opportunities to mark-make and explore a variety of tools (e.g. paintbrushes, use of hands, writing equipment).

Understanding the World

Our World:

What? The 5 Senses (linked to 'materials')

How? Identifying parts of the body and what sense they support, 'sense of the week' activities (e.g. scented playdough – smell, taste tests – taste, colourful collages – sight). Exploring different materials using all of our senses

Computing:

What? Exploring Purple Mash

How? Learning how to login to Purple Mash. Mark making on the iPad, making choices, controlling images on the screen.

Food Technology:

What? Healthy Diets

How? Using our senses to explore different foods and identifying healthy foods. Introduction to food groups.

Rabbits Class – Term 1

The Three Little Pigs



Expressive Arts and Product Design

What? 'Rhythm and Sounds' and 'Exploring materials and textures'

How? Choosing sounds to represent different parts of the story, changing our voices to represent characters in the story, exploring the rhythms in our names
Sorting materials, 'messy play', constructing with different materials

Physical Development

Active Skills:

What? Sensory circuits, ball skills, fine-motor development

How? Daily sensory circuits, daily opportunities for fine-motor skill development (threading, dough disco, using tweezers, etc), ball skills (striking activities)

Outdoor Learning:

What? Exploring the outdoors

How? Learning through play, understanding appropriate clothing, working as a team, seasonal activities

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