

Saplings	Communication and language	Personal, Social & Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design
Autumn 1	To listen with interest to a simple story with the help of pictures by looking/ reading our book each week. 'Goat goes to play group,' 'Good night tractor,' 'One little seed/ A walk in the country', 'Bear Hunt,' 'Kipper's Birthday,' 'Brown bear, brown bear.' Use our vocabulary hoop to introduce 5-6 key words every week for staff to use and repeat during all our play both inside and outside, during bucket time and group times. To build stories into pretend play- On a bus trip, a birthday party and a chasing game using the 'Bear Hunt.' To develop conversation through play inside and outside. Using opening phrases like 'I can see.' As well as talking about family using the photos taken on their first visit 'Stay and play.' To learn the Makaton actions and words to new rhymes to prepare for our rhyme challenge. To use Attention autism – The bucket To encourage joint attention Improve listening and introduce new vocabulary. Embed ECAT talking tip- Slow down your pace when building connections with children	To explore activities and begin to feel confident at Saplings with support of Parents during 'Stay & Plays.' To understand the main routine of the day through using a visual timetable. To feel safe and secure with staff and able to part from main carer. Expressing preferences and decisions, staff to give children choices from a limited range of options. E.g at snack time water or milk/ Orange or apple. Learning how to be a helpful member of our group through tidying up and clearing up our own snack things. Learning how to label our feelings using words and Makaton signs during group times. Look in the new mirrors at ourselves, celebrate our differences and our uniqueness. 'All about me.' Build independence- Toilet hygiene and hand washing- on the bottom, on the top and in between. Begin to make healthy choices about tooth brushing – Find opportunities to use Sabotage give e.g Give out fruit but forget plates so children have the need to develop problem solving skills.	Practising climbing in and out of boxes as we go on adventures in cars and rockets. To introduce some of the Gym poses used by the rest of the school. Rolling balls, tyres up and down the ramps. To introduce Balanceability . Introduce a range of different food during snack time and at our harvest supper link with Nursery. To use appropriate tools to do a job outside. E.g – A broom to sweep autumn leaves/ using a spade to dig vegetables. Daily fine motor skills to practice, retain and reinforce skills. To rotate on a daily basis: -End of day activity. - 1.Dough gym 2.Turning pages on a book 3.Shape sorters.	To join with Reception and Oak class for a rhyme challenge- Big red Combine Harvester 5 Currant buns 5 Little Ducks Rickety train To encourage the children to copy sounds, actions during rhyme time. Introduce props and instruments. Including learning Makaton signs and actions to the songs we are learning. Use communication friendly spaces to share stories and share books every day with an adult. Encouraging large scale mark making in the sensory tray or with large brushes in paint or water. Children can only develop small muscle coordination once large muscle co-ordination has developed.	Adults to model mathematical vocabulary such as 'lots,' 'more,' or 'same.' Using Mathematical vocab from White rose's list to add to key words each week. Adults to use phrases that encourage children to notice; 'I can see 2 orange carrots.' Use routine opportunities to reinforce counting such as counting fruit at snack time, the number of children in each group or sat in a circle To introduce weekly sorting activities – Veg, toys, clothes etc. Fitting autumn resources into different containers. Introducing a range of peg puzzles.	Noticing changes around them- Noticing leaves falling, searching for spider webs. Exploring autumn – Splashing in puddles Using an umbrella in the rain/ using a kite in the wind. Encourage children to bring in autumn leaves and conkers. Feed the birds and watch out the window as they feed Explore materials in the tuff tray with different properties- Porridge oats, wood chippings and mud. Join in with family customs and routines- Celebrating birthdays.	Explore paint using hands, fingers and other mark making tools Big painting outside, using natural resources - leaves, sticks, feathers as a mark making tool. Using and mixing autumn colours. Identifying autumn sounds-rustling leaves, wind blowing, bird sounds. Explore different sounds using 'Found objects' e.g a stick along a fence. Explore and enjoy making sounds Play music along to rhymes 'Stop, 'Start' with the instruments. Going on a bear hunt using sensory props to enhance the story. Imaginative play Use props in their role play (houses, outside café, birthdays)

	They are still developing the tools to process information in their brain. Ask a question and pause or spend time lingering on a page in a book they are interested in. Find opportunities to use Sabotage give e.g Give out fruit but forget plates so children have the need to communicate.						
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Autumn 2	To listen with interest to a simple story with the help of pictures by looking/ reading our book each week. Red Rockets and Rainbow Jelly Peppa's Diwali Stick man The Gruffalo The Gingerbread man Dear Santa Christmas stories. Join in with repeated refrains – Run, run as Use our vocabulary hoop to introduce 5-6 key words every week for staff to use and repeat during all our play both inside and outside, during bucket time and group times. To build pretend play – Princess play, visiting a shop. To learn the language of shop- role play by creating a Christmas shop- Thank you, Good morning - etc To develop conversation through every day events that are meaningful to the children. As well as introducing new experiences that	Learning how to label our feelings using words and Makaton signs during group times and through our stories -The Stickman's sad he has lost his family. Begin to show 'effortful - control' turn taking games such as taking turns to push the cars down guttering. Expressing preferences and decisions, staff to give children choices from a limited range of options. E.g at snack time water or milk/ Orange or apple. Talk about likes/dislikes through reading the story – Rainbow Jelly. Develop friendships – Supporting children to find ways into the play and friendship groups of others. Begin to accept the needs of others- Pointing out the needs of other children and encouraging cooperation- At tidy up time.	Continue to practice Gym poses. Continue Balanceability. Practice walking running, jumping and climbing as you pretend to be the Gingerbread man or chasing the Gruffalo. To use appropriate tools to do a job outside/ inside – spade to dig, scissors to cut. Clap and stamp to Christmas songs. Use Sticky kids for music and movement. Using our hands to make diyas out of clay. Collecting sticks and joining them together using a range of different joining	Have the opportunity to share favourite books with an adult and be able to join in with the repeating refrains. Learning Makaton signs and actions to the songs we are learning for Christmas 'Stay &Play.' Develop- pretend play-especially around fire fighters and princess play. Practice mark making on Christmas cards and crafts. Writing receipts and shopping lists for our Christmas shop.	Adults to model mathematical vocabulary such as 'lots,' 'more,' or 'same.' Using Mathematical vocab from White rose's list to add to key words each week. Adults to use phrases that encourage children to notice; 'I can see 2 orange carrots.' To introduce weekly sorting activities – Veg, toys, clothes etc Take part in finger rhymes with numbers. 5 Little Rockets, 5 Gingerbread men lying on a tray. React to changes in a group of up to 3- Adjusting quantities according to the ability of the children.	Join in with family customs and routines Christmas Diwali. Feed the birds and watch out the window as they feed Explore and respond to the natural environment Making water pathways out of guttering and exploring moving sticks by pouring water. Explore Pumpkins for Halloween. Celebrating differences- Using different play materials such as different cooking ware/ decorations to celebrate Diwali or Christmas.	Start to make marks intentionally – Through different experiences – Corn flour, flour, mud and paint. Using paint and different media to make bonfire pictures and Christmas decorations Explore and enjoy making sounds Play music along to rhymes performing with different dynamics, tempo, pitch and rhythms. Move and dance to music – Diwali dancing, Sticky Kids Use junk modelling for children to use their imagination as they consider

	encourage children to chat such as Christmas and Diwali. To use Attention autism – The bucket to encourage joint attention Improve listening and introduce new vocabulary. To embed ECAT talking tip- Slow down your pace when building connections with children They are still developing the tools to process information in their brain. Ask a question and pause or spend time lingering on a page in a book they are interested in. Find opportunities to use Sabotage give E.g Give out fruit but forget plates so children have the need to communicate.		materials to make stick men. Rolling out dough to make Gingerbread men Daily fine motor skills to practice, retain and reinforce skills. To rotate on a daily basis: -End of day activity. - 1.Dough gym 2.Turning pages on a book 3.Shape sorters.		Use routine opportunities to reinforce counting such as counting fruit at snack time, the number of children in each group or sat in a circle. Noticing patterns and arranging things in patterns as we make Rangoli patterns. Building with a range of resources- allowing the children to explore freely.		what they can do with different materials. Use hands to manipulate clay to make divas.
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