

Saplings	Communication and language	Personal, Social & Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design
Spring 1	<p>To introduce the children to 6 new words each week that are repeated by the adults during group times and during independent learning.</p> <p>To develop conversation through everyday events that are meaningful to the children. E.g. at snack time. As well as introducing new experiences that encourage children to chat such as exploring ice and snow or bird watching/ feeding the birds.</p> <p>To build stories into pretend play- using small world zoo animals and dinosaurs. Making an ice den.</p> <p>To introduce communication boards in key areas to help children understand what an adult is saying and provide the children with a more effective way to communicate.</p> <p>To learn the Makaton actions and words to new rhymes. I'm a little Penguin, 2 Little Dicky birds, Leo the Lion. An elephant goes like this and that. Where's the dinosaur</p> <p>To use Attention autism – The bucket To encourage joint attention Improve listening and introduce new vocabulary.</p> <p>Embed talking tip How does your child prefer to play? Take a moment to observe them before joining in. Then follow their lead. This may include using intensive interactions.</p>	<p>Settling into the routine with the help of a visual timetable and be able to explore Saplings confidently</p> <p>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.</p> <p>Begin to show 'effortful control.' Be able to wait for a turn. Adults to model 'Can I have a turn?' or 'My turn next.'</p> <p>Safely explore emotions beyond their normal range through play and stories, E.g. Feeling scared during our rhyme 'Leo the Lion.'</p> <p>Learning how to be a helpful member of our group through tidying up and clearing up our own snack things.</p> <p>Learning how to label our feelings using words and Makaton signs during group times</p> <p>Build independence- Rejecting help as they learn to dress for cold weather/ arctic – Put on own gloves, hats etc.</p> <p>Begin to accept the needs of others - how do we look after the birds or animals at the zoo.</p> <p>Find opportunities to use Sabotage give e.g Give out fruit but forget plates so children have the need to develop problem solving skills.</p> <p>Develop pretend play around the book of the week-E.g A vet's for dear zoo</p>	<p>Use the warmup exercises from Balanceability to develop balance and proprioceptive skills</p> <p>Learn to use a range of tools - A spade to plant and dig, a whisk to mix a pancake and scissors to cut.</p> <p>Learn to dress to go outside independently.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Model the vocabulary of movement as children pretend to move like different animals- slither like a snake, hop like a rabbit, gallop like a horse, stomp like a dinosaur.</p> <p>Clap and stamp as we dance to music.</p> <p>Daily fine motor skills to practice, retain and reinforce skills.</p> <p>To rotate on a daily basis: -End of day activity. -</p> <ol style="list-style-type: none"> 1.Pegging 2.Threading 3.Using small stickers. 	<p>To listen with interest to a simple story with the help of pictures by looking/ reading our book each week.</p> <p>Polar bear, Polar bear what do you hear A busy day for birds Dear Zoo- new adjectives- big, tall, grumpy, jumpy, fierce.</p> <p>Roar, roar I'm a dinosaur Elmer the elephant.</p> <p>Share books every day with an adult.</p> <p>Learning Makaton signs and actions to the songs we are learning.</p> <p>Encourage children to make marks to represent their name on art work and craft.</p>	<p>Compare sizes of animals and birds- Tall Giraffe, heavy elephant, tiny mouse.</p> <p>Build with a range of resources- ice, junk, bricks.</p> <p>Sing finger rhymes which involve hiding and returning like,' Two little dicky birds.'</p> <p>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</p>	<p>Exploring winter – ice snow, wind and rain on expeditions on the school field.</p> <p>Go on bird watching expeditions- using different senses to see and hear birds.</p> <p>Feed the birds and watch out the window as they feed</p> <p>Explore materials in the tuff tray with different properties- Ice/snow, Mud sand and paint.</p>	<p>Explore different sounds using 'Found objects' e.g a stick along a fence.</p> <p>Explore colour whilst painting using our fingers and by using a range of coloured materials including creating a 3D Elmer elephant.</p> <p>Move and dance to music.</p> <p>Match animal sounds to animals.</p> <p>Making our own sound makers and performing with different dynamics, tempo, pitch and rhythms.</p>

Sapling s	Communication and language	Personal, Social & Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design
Spring 2	<p>To introduce the children to 6 new words each week that are repeated by the adults during group times and during independent learning.</p> <p>To talk about my favourite book- Bring in your favourite book to share for World book day.</p> <p>To use communication boards in key areas to help children understand what an adult is saying and provide the children with a more effective way to communicate.</p> <p>To develop conversation through everyday events that are meaningful to the children. As well as introducing new experiences that encourage children to chat such as making pancakes, planting beans, easter egg hunts.</p> <p>To learn the Makaton actions and words to new rhymes.</p> <p>I'm a little tea pot, Mix a pancake 5 green and speckled frogs, 5 Little Monkeys bouncing on the bed. Miss Polly had a dolly, Humpty Dumpty</p> <p>To use Attention autism – The bucket to encourage joint attention Improve listening and introduce new vocabulary.</p> <p>Continue to embed talking tip How does your child prefer to play? Take a moment to observe them before joining in. Then follow their lead. This may include using intensive interactions.</p>	<p>Learning how to label our feelings using words and Makaton signs during group times and by using the coloured monsters to label our feelings.</p> <p>Begin to show 'effortful control.' Be able to wait for a turn. Adults to model 'Can I have a turn?' or 'My turn next.'</p> <p>Notice and ask questions about differences – Reading Elmer the elephant and Monkey Puzzle.</p> <p>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. World book day- We all have a different favourite book- Likes and dislikes</p> <p>Develop friendships – Supporting children to find ways into the play and friendship groups of others.</p> <p>Begin to accept the needs of others- To talk about their Mum being special to them, their feelings towards her and how they could help her out. As part of celebrating Mother's day.</p> <p>Find opportunities to use Sabotage give e.g Give out fruit but forget plates so children have the need to develop problem solving skills. Develop pretend play around the book of the week</p>	<p>Use the warmup exercises from Balanceability to develop balance and proprioceptive skills</p> <p>To use appropriate tools to do a job outside/ inside E.g – A spade to dig as we plant seeds. A sieve-to-sieve flour or a whisk to mix a pancake or Scissors to cut.</p> <p>Explore rolling- roll down the grassy banks on the field, roll balls to one another, roll eggs for Easter.</p> <p>To practice kicking or throwing a ball.</p> <p>Daily fine motor skills to practice, retain and reinforce skills.</p> <p>To rotate on a daily basis: -End of day activity. - 1.Posting 2.Mark making 3.Using small stickers.</p> <p>Continue to use Obstacle courses to practice balancing, jumping, climbing and crawling.</p> <p>Make Pancakes and sample eating a range of toppings.</p>	<p>To listen with interest to a simple story with the help of pictures by looking/ reading our book each week.</p> <p>Tiger who came to tea, Mr Wolf's Pancakes. Oi Frog Monkey Puzzle Colour Monsters Oh Dear</p> <p>Share books every day with an adult.</p> <p>Have the opportunity to share favourite books with an adult and be able to join in with the repeating refrains.</p> <p>Learning Makaton signs and actions to the songs we are learning.</p> <p>To build stories into pretend play</p> <p>Develop pretend play around the book of the week- A pancake café, small world animal play.</p> <p>Listen to rhyming words as we read 'Oi Frog.'</p>	<p>Notice patterns.</p> <p>Decorate and play with patterned Easter eggs.</p> <p>Count in every day contexts.</p> <p>React to changes in a group of up to 5 Little speckled frogs / 5 little Monkeys bouncing on the bed.</p> <p>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</p>	<p>Understand the key features of the life cycle of a plant and an animal- Planting seeds, observing and looking after tadpoles.</p> <p>Celebrate Easter customs- Pancakes, Easter egg rolling etc</p> <p>Celebrate Mother's Day.</p> <p>Exploring spring- Blossom and new life around us- on the school field and in the garden.</p> <p>Celebrating differences- Reading – Monkey Puzzle.</p> <p>Build with a range of materials.</p>	<p>Start to make marks intentionally – Through different experiences – Corn flour, flour, mud and paint.</p> <p>Use cooking utensils from pancake making to make a band.</p> <p>Explore colour whilst painting using fingers or other parts of the body.</p> <p>Use junk modelling for children to use their imagination as they consider what they can do with different materials.</p>