

Independence and Community	Personal, Social and Emotional Development	Physical Development
<p>Life Skills My play and leisure – accepting others joining play, early turn taking skills My independence – meals and dining – becoming more independent during meal and snack times My travel – road safety and keeping ourselves safe</p> <p>RE Sharing and being generous – understanding how to share, gift giving (linked to religious celebrations, e.g. Christmas), exploring sensory materials related to Sukkot and the Prophet Isa, understanding symbols related to sharing and giving</p>	<p>PSHE Self-awareness – my family and people who care for me, friendships, respect, online safety, mental wellbeing</p> <p>Emotional Regulation Sensory circuits and OT programmes Learning breaks and walks Opportune moments throughout the school day to begin to understand emotion using visual aids where appropriate Mindfulness sessions throughout the day</p> <p>Opportunities to develop social skills through sessions such as greetings, meal times, turn taking skills sessions and through the continuous provision activities on offer</p>	<p>PE Large apparatus; climbing up, under and across – developing balance and coordination Daily opportunities to practise dressing and undressing through individualised toileting programmes</p> <p>OT Sensory circuits Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate) Access to regulation support tools and resources, such as sensory spaces, fidgets and dark tents</p> <p>Opportunities to develop gross motor skills through accessing daily parachute play, playground equipment and outside spaces</p>

Oaks Curriculum Overview – Autumn 2 Cycle B

Topic Name – Crash, Bang, Wallop!

Foci/daily sensory stories – Firework Sensations, The Diwali Sensory Story, Autumn and Christmas poetry

Learning and Problem Solving		Interests and Play	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Early reading through the use of:</p> <ul style="list-style-type: none"> - Daily sensory stories - Trips to the school library - Exploring sensory books - Visual discrimination <p>Early phonics through the use of:</p> <ul style="list-style-type: none"> - Sound exploration and discrimination - Visual discrimination - What's in the box? - Familiar songs and rhymes - Individualised phonics programmes <p>Early writing through the use of:</p> <ul style="list-style-type: none"> - Daily fine motor skills activities - Daily gross motor skills activities - Mark making activities <p>Language and communication is threaded throughout every aspect of the curriculum through a total communication approach; constant and consistent use of PECS, ALD boards, symbols, signs and spoken word. 1:1 SaLT and PECS sessions to work on individual targets throughout the week</p>	<p>Early number through the use of:</p> <ul style="list-style-type: none"> - Number songs and rhymes - Exploring numbers in the environment - Matching - Counting with 1:1 correspondence - Number recognition activities <p>Early space, shape and measure skills through the use of:</p> <ul style="list-style-type: none"> - Puzzles and insets - Matching - Threading - Exploring pattern and symmetry through colours, mirrors, images and materials - Exploring money through exchanges and role-play activities - Exploring capacity through filling and emptying 	<p>Through activities linked to the topic, children will develop an understanding of the world around them by:</p> <p>Developing a sense of belonging to their family and their key carer</p> <p>Smiling at images of themselves in mirrors; showing a developing understanding and awareness of themselves</p> <p>Anticipating what will happen next</p> <p>Moving eyes, then head, to follow moving objects</p> <p>Showing interest in new experiences</p> <p>Showing interest in small objects or the detail of a toy</p> <p>Repeating actions that have an effect</p> <p>Becoming absorbed in combining objects</p> <p>Turning eyes and head towards new sounds and lights</p> <p>Showing interest in moving pictures or sound, for example on the whiteboard</p> <p>Showing interest in toys and other things that incorporate technology</p>	<p>Through activities linked to the topic, children will explore and develop skills in music, art and creative movement by:</p> <p>Encountering a range of tools and materials</p> <p>Beginning to demonstrate early awareness of stimulus through multi-sensory exploration</p> <p>Beginning to demonstrate more control when moving their whole body</p> <p>Demonstrating enjoyment when listening to songs and rhymes</p> <p>Encountering and demonstrating awareness of sounds around them</p> <p>Making a range of unintentional and intentional sounds to express themselves</p> <p>Demonstrating awareness of sensory stimuli (tactile, visual, auditory, olfactory and vestibular)</p>
<p>Ongoing interventions – Individualised SCERTS targets, Bucket Time, TACPAC, HandyPac, Sensology, Sensory Diets, Speech and Language and OT Plans, Int ensive Interaction, TEACCH</p>			