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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Understanding and engaging with the world around us.** | **Kenwyn Club:** encountering, experiencing and engaging with objects, songs and stories – See weekly planning for **Dolls, Leaves, Ball, Mirror, Sponges** | **Kenwyn Club:** encountering, experiencing and engaging with objects, songs and stories – See weekly planning for **Brushes, Hats, Porridge, Toy Transport, Christmas Bells.** | **Kenwyn Club:** encountering, experiencing and engaging with objects, songs and stories – See weekly planning for **Bath Toys, Colours, Matching and Sorting, Numbers.** | **Kenwyn Club:** encountering, experiencing and engaging with objects, songs and stories – See weekly planning for **Senses, Pots and Pan, Movement, Shapes and Patterns** | **Kenwyn Club:** encountering, experiencing and engaging with objects, songs and stories – See weekly planning for **Helping at Home, Mark Making, Opposites, Routines, Being Yourself** | **Kenwyn Club:** encountering, experiencing and engaging with objects, songs and stories – See weekly planning for **Building Relationships, Conversations, Farm, Gardening, Nature, Noisy** |
| **Target learning** | Working towards monthly B squared informed individual targets. | Working towards monthly B squared informed individual targets | Working towards monthly B squared informed individual targets | Working towards monthly B squared informed individual targets | Working towards monthly B squared informed individual targets | Working towards monthly  B squared informed individual targets |
| **Communicating and Interacting.** | **Bucket Time** – Attention building activities, once daily in small groups. Encountering, experiencing and engaging with attention grabbing objects and materials**.** Working through levels 1-4 of ‘Attention Autism’ | **Bucket Time** – Attention building activities, once daily in small groups. Encountering, experiencing and engaging with attention grabbing objects and materials**.** Working through levels 1-4 of ‘Attention Autism’ | **Bucket Time** – Attention building activities, once daily in small groups. Encountering, experiencing and engaging with attention grabbing objects and materials**.** Working through levels 1-4 of ‘Attention Autism’ | **Bucket Time** – Attention building activities, once daily in small groups. Encountering, experiencing and engaging with attention grabbing objects and materials**.** Working through levels 1-4 of ‘Attention Autism’ | **Bucket Time** – Attention building activities, once daily in small groups. Encountering, experiencing and engaging with attention grabbing objects and materials**.** Working through levels 1-4 of ‘Attention Autism’ | **Bucket Time** – Attention building activities, once daily in small groups. Encountering, experiencing and engaging with attention grabbing objects and materials**.** Working through levels 1-4 of ‘Attention Autism’ |
| **Communication** | Encountering, experiencing, exploring and communicating about ourselves, families, friends, likes and dislikes.  Routines, register, days of the week, feelings and weather.  Listening and responding to stories and rhymes and songs.  Using vocab boards to aid communication.  Encountering, experiencing, engaging with and develop understanding of supporting visuals such as traffic lights, now and next boards and vocab boards.  Encountering, experiencing, engaging with and learning teacher and friends names.  Following SALT programmes | Encountering, experiencing, exploring and communicating about ourselves, families, friends, likes and dislikes.  Routines, register, days of the week, feelings and weather.  Listening and responding to stories and rhymes and songs.  Using vocab boards to aid communication.  Encountering, experiencing, engaging with and develop understanding of supporting visuals such as traffic lights, now and next boards and vocab boards.  Encountering, experiencing, engaging with and learning teacher and friends names  Encounter, experience and engage with new Celebration theme vocab.  Following SALT programmes | Encountering, experiencing, exploring and communicating about ourselves, families, friends, likes and dislikes.  Routines, register, days of the week, feelings and weather.  Listening and responding to stories and rhymes and songs.  Using vocab boards to aid communication.  Encountering, experiencing, engaging with and develop understanding of supporting visuals such as traffic lights, now and next boards and vocab boards.  Encountering, experiencing, engaging with and learning teacher and friends names  Listen to each other for longer periods of time and wait for others to take turns.  Encounter, experience and engage with new People who help us theme vocab.  Following SALT programmes | Encountering, experiencing, exploring and communicating about ourselves, families, friends, likes and dislikes.  Routines, register, days of the week, feelings and weather.  Listening and responding to stories and rhymes and songs.  Using vocab boards to aid communication.  Encountering, experiencing, engaging with and develop understanding of supporting visuals such as traffic lights, now and next boards and vocab boards.  Encountering, experiencing, engaging with and learning teacher and friends names  Listen to each other for longer periods of time and wait for others to take turns.  Encounter, experience and engage with new People who help us theme vocab.  Following SALT programmes | Encountering, experiencing, exploring and communicating about ourselves, families, friends, likes and dislikes.  Routines, register, days of the week, feelings and weather.  Listening and responding to stories and rhymes and songs.  Using vocab boards to aid communication.  Encountering, experiencing, engaging with and develop understanding of supporting visuals such as traffic lights, now and next boards and vocab boards.  Encountering, experiencing, engaging with and learning teacher and friends names  Listen to each other for longer periods of time and wait for others to take turns.  Encounter, experience and engage with new My environment theme vocab.  Encounter, experience, engage and respond to stories and songs related to new theme.  Following SALT programmes | Encountering, experiencing, exploring and communicating about ourselves, families, friends, likes and dislikes.  Routines, register, days of the week, feelings and weather.  Listening and responding to stories and rhymes and songs.  Using vocab boards to aid communication.  Encountering, experiencing, engaging with and develop understanding of supporting visuals such as traffic lights, now and next boards and vocab boards.  Encountering, experiencing, engaging with and learning teacher and friends names  Listen to each other for longer periods of time and wait for others to take turns.  Encounter, experience and engage with new Summer theme vocab.  Encounter, experience, engage and respond to stories and songs related to new theme.  Develop communication around asking and answering questions using visuals.  Following SALT programmes |
| **Engagement and exploration** | **Sensology**: Sensory education, designed to stimulate the senses and provide sensory experiences and multisensory environments.  **Themed Sensology:**   * All About me * Autumn | **Sensology**: Sensory education, designed to stimulate the senses and provide sensory experiences and multisensory environments  **Themed Sensology:**   * From head to toe   Bear Hunt | **Sensology**: Sensory education, designed to stimulate the senses and provide sensory experiences and multisensory environments  **Themed Sensology:**  Spring | **Sensology**: Sensory education, designed to stimulate the senses and provide sensory experiences and multisensory environments  **Themed Sensology:**   * Bathroom   Easter | **Sensology:** Sensory education, designed to stimulate the senses and provide sensory experiences and multisensory environments  **Themed Sensology:**   * Jungle   Garden | **Sensology**: Sensory education, designed to stimulate the senses and provide sensory experiences and multisensory environments  **Themed Sensology:**   * Sweet, Savory and sharp   Summer |
| **Phonics** | **Daily individual session – Jolly Phonics/RWI.** | **Daily individual session – Jolly Phonics/RWI** | **Daily individual session – Jolly Phonics/RWI** | **Daily individual session – Jolly Phonics/RWI** | **Daily individual session – Jolly Phonics/RWI** | **Daily individual session – Jolly Phonics/RWI** |
| **Literacy – Kenwyn Club** | Theme:  All about me  All about my body | Theme  Seasons  Celebrations | Theme:  People who can help me  Vehicles and transport | Theme:  Places around me  Places I can visit  My world | Theme:  My environment  My Garden  Insects and minibeasts | Theme:  Summer  Seaside  Under the sea |
| **Stories to explore** | Elmer  The Lion inside  Ravi’s Roar  The Ugly Duckling | The room on the broom  You must bring a hat  Goldilocks  The Little Glow  We all Celebrate | Hairy MacClary Rumpus At the Vet  Superworm  Ada Twist Scientist  The worst Princess  I love Chinese New Year  Little Red Riding Hood  Life Savers | Whatever next?  How to catch a star  You cant take an elephant on a bus  Here we are  Look up  Martha maps it out  My Granny went to Market  How Airports work | Oliver’s Vegetables  Oi Frog  Handa’s surprise  Omar and the Bees  The Big Bag of Blooms. | The Rainbow Fish  Sharing a Shell  Clean up  The Gingerbread Man  Creature Features  Ocean |
| **Enrichment moments and parental** | **Wider school reading afternoons**  **Fruit picking**  **Parent baking morning**  **Harvest sing and sign** | **Wider school reading afternoons**  **Christmas parent craft morning**  **Christmas sing and sign**. | **Wider school reading afternoons**  **Cooking session with Veronica?**  **Parent pancake making morning.** | **Wider school reading afternoons**  **Bus trip to Newquay airport.**  **Out and about in local environment** | **Wider school reading afternoons**  **Woodland walk**  **My environment Art show/exhibition** | **Wider school reading afternoons**  **Bus trip to the beach**  **Parent Gingerbread man baking afternoon** |
| **Maths** | Daily maths sessions following White Rose Maths programme:   * Colours * Matching * Sorting | Daily maths sessions following White Rose Maths programme:   * Sorting * Number 1 * Number 2 * Pattern | Daily maths sessions following White Rose Maths programme:   * Number 3 * Number 4 * Number 5 | Daily maths sessions following White Rose Maths programme:   * Number 6 * Height, length * Capacity | Daily maths sessions following White Rose Maths programme:   * Sequencing * Positional Language * More than/fewer * 2d Shape | . Daily maths sessions following White Rose Maths programme:   * Number composition * What comes after * What comes before * Numbers to 5 |
| **Physical development**  **Fine motor skills**  **Gross motor skills** | Pen Disco  Threading, cutting, weaving , playdough. Fine motor activities. Manipulate objects with good fine motor skills.  Draw lines and circles using gross motor movements.  Hold pencil/paintbrush beyond whole hand grasp.  Pencil grip.  Taking shoes on and off.  **Exploring movement skills** – jumping, lunging and leaping  **Group Games** Attention grabbing movement based activities focused on interacting and communicating with others. | Pen Disco  Threading, cutting, weaving , playdough. Fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials.  Show preference for dominant hand.  Engage children in structured activities: assist them in what they want to draw write or copy.  Teach and model correct letter formation.  Hold pencil/paintbrush beyond whole hand grasp.  Pencil grip.  Taking shoes on and off.  **Manipulate objects** through pushing, releasing and picking up. Experiment with different ways of moving.  **Group Games** Attention grabbing movement based activities focused on interacting and communicating with others. | Pen Disco  Threading, cutting, weaving , playdough. Fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials.  Show preference for dominant hand.  Engage children in structured activities: assist them in what they want to draw write or copy.  Teach and model correct letter formation.  **Travelling** on different levels and directions. Controlling speed and balancing.  **Group Games** Attention grabbing movement based activities focused on interacting and communicating with others. | Pen Disco  Threading, cutting, weaving , playdough. Fine motor activities.  Correctly handle tools, objects, construction and malleable materials with increasing control.. Encourage children to draw freely. Safely hold smaller items and use activity boards to manipulate zips, buttons, latches etc.  Handling scissors and glue safely.  **Throwing, catching, kicking and retrieving equipment**.  **Group Games** Attention grabbing movement based activities focused on interacting and communicating with others. | Pen Disco  Threading, cutting, weaving , playdough. Fine motor activities.  Develop pencil grip and letter formation continually.  Use one hand consistently for fine motor tasks.  Cut along a straight line with scissors. Start to cut along curved lines and cutting out smaller shapes.  **Rolling and striking.** Awareness of others and obstacles.  **Group Games** Attention grabbing movement based activities focused on interacting and communicating with others. | Pen Disco  Threading, cutting, weaving , playdough. Fine motor activities.  Develop pencil grip and letter formation continually.  Begin to draw different shapes like a square or triangle. Draw pictures that are recognisable.  Build things with linking parts like lego or duplo.  **Developing spatial awareness** and passing to each other.  **Group Games** Attention grabbing movement based activities focused on interacting and communicating with others. |
| **Movement** | **Wake and Shake** – spatial awareness, sharing spaces with others, following a routine, copying actions, singing along.  **Sensory Circuits** – Alerting, organising and calming programme of exercises each morning | **Wake and Shake**– spatial awareness, sharing spaces with others, following a routine, copying actions, singing along.  **Sensory Circuits –** Alerting, organising and calming programme of exercises each morning | **Wake and Shake**– spatial awareness, sharing spaces with others, following a routine, copying actions, singing along.  **Sensory Circuits** – Alerting, organising and calming programme of exercises each morning | **Wake and Shake**– spatial awareness, sharing spaces with others, following a routine, copying actions, singing along.  **Sensory Circuits** – Alerting, organising and calming programme of exercises each morning | **Wake and Shake**– spatial awareness, sharing spaces with others, following a routine, copying actions, singing along.  **Sensory Circuits** – Alerting, organising and calming programme of exercises each morning | **Wake and Shake**– spatial awareness, sharing spaces with others, following a routine, copying actions, singing along.  **Sensory Circuits** – Alerting, organising and calming programme of exercises each morning |
| **Expressive Arts** | Singing and preforming – nursery rhymes. Traditional and familiar songs and counting rhymes adding music and sound effects eg footsteps, clapping and tapping. Making choices, developing and understanding own identity, sharing a space with others, developing auditory skills, copying others, copying beats and exploring rhythm and pace.  Drawing a self portrait using own creativity and encouraged to draw features using adult modelling and scaffolding.  Create nature wreaths using natural materials to explore colour and pattern.  Make blackberry crumble.   * **Music Therapy** | Singing and preforming – nursery rhymes. Traditional and familiar songs and counting rhymes adding music and sound effects eg footsteps, clapping and tapping. Making choices, developing and understanding own identity, sharing a space with others, developing auditory skills, copying others, copying beats and exploring rhythm and pace.  Drawing a self portrait using own creativity and encouraged to draw features using adult modelling and scaffolding.  Create nature wreaths using natural materials to explore colour and pattern.  Make blackberry crumble.  **Music Therapy** | Singing and performing **-**  Build up a repertoire of songs. Experiment with new instruments.  Traditional and familiar songs and counting rhymes adding music and sound effects eg footsteps, clapping and tapping. Making choices, developing and understanding own identity, sharing a space with others, developing auditory skills, copying others, copying beats and exploring rhythm and pace.  Develop fine motor skills to make own instruments.  Easter egg threading, make hanging decoration.  Create waterproof boats and explore floating and sinking.  Cook easter biscuits.  **Music Therapy** | Singing and performing **-**  Build up a repertoire of songs. Experiment with new instruments.  Traditional and familiar songs and counting rhymes adding music and sound effects eg footsteps, clapping and tapping. Making choices, developing and understanding own identity, sharing a space with others, developing auditory skills, copying others, copying beats and exploring rhythm and pace.  Develop fine motor skills to make own instruments.  Easter egg threading, make hanging decoration.  Create waterproof boats and explore floating and sinking.  Cook easter biscuits.  **Music Therapy** | Singing and performing **-**  Build up a repertoire of songs. Experiment with new instruments. Playing together and waiting for others.  Traditional and familiar songs and counting rhymes adding music and sound effects eg footsteps, clapping and tapping. Making choices, developing and understanding own identity, sharing a space with others, developing auditory skills, copying others, copying beats and exploring rhythm and pace  Explore different paint techniques and experimenting with colour and texture.  Use small world and puppets.  Make sandwiches for trips out on the bus.  **Music Therapy** | Singing and performing **-**  Build up a repertoire of songs. Experiment with new instruments. Playing together and waiting for others.  Traditional and familiar songs and counting rhymes adding music and sound effects eg footsteps, clapping and tapping. Making choices, developing and understanding own identity, sharing a space with others, developing auditory skills, copying others, copying beats and exploring rhythm and pace  Explore different paint techniques and experimenting with colour and texture.  Use small world and puppets.  Make sandwiches for trips out on the bus.  **Music Therapy** |
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