

Exploration	Realisation	Anticipation	Persistence	Initiation
<ul style="list-style-type: none"> Start to explore the environment Start to explore different textures Respond to exploration sensory trays and/or equipment Respond to new activities 	<ul style="list-style-type: none"> To develop an awareness of the environment and school rules and routines 	<ul style="list-style-type: none"> Anticipate what's next using symbols Build anticipation through Attention Autism Responding to First and Next 	<ul style="list-style-type: none"> Persist with new routine and transitions Persist with new adults and peers 	<ul style="list-style-type: none"> Initiate engagement Initiate participation in activities Initiate sounds in Intensive Interaction

Literacy	Expressive Arts and Design	Communication and Language	Personal, Social and Emotional
<ul style="list-style-type: none"> Sit and respond to a short sensory story Develop curiosity in mark making Develop curiosity in books To develop fine motor skills through explicit activities Respond to rhythm and rhyme Pupil responds to familiar stories or rhymes (shows enjoyment, claps) Use hand and finger movements to explore objects 	<ul style="list-style-type: none"> Respond to different materials and musical instruments Recognise their sensory needs related to Arts and Design Respond or learn simple songs and/or rhymes Using equipment safely 	<ul style="list-style-type: none"> Understand how to listen and look Using words, pictures and symbols Communicating needs through preferred use of communication Learning basic Makaton signs Showing readiness for learning Increasing eye contact Responding to their name Requesting items, for example snacks Responding to visual supports Developing an awareness of First and Next Intensive Interaction to build and develop communication skills SAL sessions 3x a week focusing on specific targets 	<ul style="list-style-type: none"> Show tolerance to transition and changes Show participation in life skills Start to communicate when they need the toilet using symbols or VOCA Life skills – food exploration, food skills, toileting, handwashing, transition, getting dressed Developing understanding of routines and school rules Zones of Regulation to understand emotions Building friendships through group games and playtime Engage in social times – breakfast
Maths	Physical Development	Understanding of the World/Science/History/Geography	Personal Learning Journey
<ul style="list-style-type: none"> Listen and respond to number songs Engages in counting like behaviour such as making sounds, pointing to or saying some numbers in sequence For some, to count and recognise numbers 	<ul style="list-style-type: none"> Start to respond to activities Start to show a preference Daily sensory circuits Fortnightly PE lessons Using equipment safely 	<ul style="list-style-type: none"> Special events – Harvest, Christmas, World Culture Day, Diwali Opportunities to go out in the community Attend assemblies if appropriate Attend trips linked to learning Tasting a range of foods Listening to music from a range of cultures 	<p>Children are working towards their individual targets based on their IEPs and EHCPs.</p>

Spring Term Overview – The Nest

Topic: People Who Help Us and Growing and Changing

Exploration	Realisation	Anticipation	Persistence	Initiation
<ul style="list-style-type: none"> • Sensory exploration using a range of materials • Exploring musical instruments in Music Therapy • Mark making using different tools and textures • Start to increase motivation in activities 	<ul style="list-style-type: none"> • Start to make changes in preferred activities, for example breakfast time 	<ul style="list-style-type: none"> • Build anticipation through Attention Autism • Responding to First and Next 	<ul style="list-style-type: none"> • Supported through PE activities and life skills • Time allocated for 1:1 work 	<ul style="list-style-type: none"> • Initiate sounds in Intensive Interaction • Initiate play with their peers • Act spontaneously during a familiar activity • Become more independent in preferred activities

Literacy	Expressive Arts and Design	Communication and Language	Personal, Social and Emotional
<ul style="list-style-type: none"> • Mark making using different tools and textures • Develop fine motor skills using sensory materials • Opportunities to visit the library and explore books • Sensory stories • For some, start to form letters • For some, start to write words • Hold a book correctly • Respond to rhythm and rhyme • Show a preference when selecting a book • Show greater control in the use of fine motor objects 	<ul style="list-style-type: none"> • Art exploration through using different tools, materials and colours • Respond to musical instruments • Respond or learn simple songs and/or rhymes 	<p>As above and:</p> <ul style="list-style-type: none"> • Show a range of facial expressions • Initiate sounds in Intensive Interaction • Respond to familiar adults consistently • Start to respond to unfamiliar adults 	<p>As above and:</p> <ul style="list-style-type: none"> • Become more independent with school routines – hanging bags up, putting their coats on and off • Engage in social games • Start to understand sharing • Tolerate peers and adults in their space
Maths	Physical Development	Understanding of the World/Science/History/Geography	Personal Learning Journey
<ul style="list-style-type: none"> • Exploring shape through props • Using shapes safely • Sorting shapes • For some, match shapes to a name 	<p>As above and:</p> <ul style="list-style-type: none"> • Weekly cricket lessons delivered by external professionals • Become aware of body movement 	<ul style="list-style-type: none"> • Special events – Mother’s Day, Easter • Other cultures – African drumming, Ramadan • Food exploration • Recognise people who help us 	<p>Children are working towards their individual targets based on their IEPs and EHCPs.</p>

	<ul style="list-style-type: none"> Become aware of personal space when using equipment 	<ul style="list-style-type: none"> Meet people who help us in the community Act safely with equipment used by people in the community 	
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Summer Term Overview – The Nest

Topic: All About Me and Under the Sea

Exploration	Realisation	Anticipation	Persistence	Initiation
<ul style="list-style-type: none"> Sensory exploration using a range of materials Exploring musical instruments in Music Therapy Mark making using different tools and textures Start to increase motivation in activities Start to show curiosity in new activities Respond to familiar activities 	<ul style="list-style-type: none"> Start to make changes in preferred activities, for example breakfast time Show emotions when engaged in activities Using new skills in a different context and environment 	<ul style="list-style-type: none"> Consistently respond to First and Next and expand this where appropriate Anticipate resources in different activities – songs, PE, mark making Start to understand when an activity has finished or stopped Begin to anticipate for more 	<ul style="list-style-type: none"> Be determined to interact in an activity Sustain attention for 5 minutes during an activity 	<ul style="list-style-type: none"> Understand how to create an impact on their environment Initiate play with adults and peers Initiate learning through selecting resources

<p>Literacy</p> <ul style="list-style-type: none"> For some, engage in Phonics Recognise symbols Respond to rhythm and rhyme For some, write initial sounds or CVC words For some, write the first letter of their name 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Match colours Create different crafts related to the topic Copying actions 	<p>Communication and Language</p> <p>As above and:</p> <ul style="list-style-type: none"> Recognise their photo Distinguish between two symbols Greet adults and peers using their preferred use of communication 	<p>Personal, Social and Emotional</p> <p>As above and:</p> <ul style="list-style-type: none"> Getting ready for change – transition (phase and year group) Tolerate a new learning space
<p>Maths</p> <ul style="list-style-type: none"> Explore weights Explore measurement by filling and emptying containers Uses weighing scales Is able to order two or three items by length or height 	<p>Physical Development</p> <p>As above and:</p> <ul style="list-style-type: none"> Copy body movements Use co-ordination skills on different equipment Select a preference in OT sessions 	<p>Understanding of the World/Science/History/Geography</p> <ul style="list-style-type: none"> Summer safety Local trips in the community Visit different religious places of worship The natural world 	<p>Personal Learning Journey</p> <p>Children are working towards their individual targets based on their IEPs and EHCPs.</p>

<ul style="list-style-type: none">• Orders two or three items by weight or capacity• Recap number – counting and number recognition		<ul style="list-style-type: none">• Exploring all through play, sensory activities, art activities and experiences within the classroom	
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