

Communication Language

- Follow simple instructions with visual prompts and respond to their names.
- Use visuals, symbols and words to communicate needs and make requests/choices.
- Develop shared attention through joining in with songs and action rhymes – Incy Wincy Spider, 5 Little Snowmen.
- Use aided language visuals to support understanding and speech in different areas of the classroom eg 'spider', 'pour' etc in the water tray.
- Understand and respond to 'who'.

Literacy

- Listen to familiar stories including – Hello, Goodbye, The Very Busy Spider.
- Share books with an adult, turning the pages and finding things in the pictures.
- Read their names and share early scheme books.
- Tune in to sounds in words.
- Make marks and develop fine motor control. Begin to copy their names if appropriate.

Understanding the World

- Find out about the natural world by exploring autumn leaves, conkers, pumpkins etc.
- Find out about materials by exploring shiny objects.
- Find out about Christmas celebrations through provision in the home corner and by looking at photos from home.
- Adults to model vocabulary, communication boards to support spoken language.

Physical Development

- Move in different ways – running, jumping and balancing on low equipment.
- Ride a scooter or tricycle round corners.
- Use scoops, pourers and guttering in the water tray; make marks with brushes and chalk; use dough and cutters.
- Begin to use scissors or coordinate two hands by threading, tearing etc.

Autumn and Christmas



Ladybird class Autumn 2

Mathematics

- Sort objects into groups.
- Join in with counting songs and rhymes – One Potato, Two Potatoes; Five Fireworks.
- Count carefully and begin to recognise numbers to 5.
- Make pictures, models and patterns with shapes and blocks.

Personal, Social and Emotional Development

- Follow a routine using a visual schedule.
- Ask for help using signs, symbols or words as appropriate.
- Try new or unfamiliar activities with adult support.
- Play alongside other children, sharing resources with adult support.
- Take turns and work cooperatively with an adult or one other child.
- Begin to recognise basic emotions using the Zones of Regulation.
- Take off and put on own coat.

Expressive Arts and Design

- Use different materials and techniques to make spider web, fireworks and Christmas pictures eg glue and glitter, marble printing, collage.
- Print with autumn leaves.
- Make autumn collages.
- Make controlled marks with fingers, paint brushes, chalks and chunky pencils as appropriate.
- Using play scripts to follow simple play sequences in the home corner.
- Join in with songs and rhymes including Christmas songs.
- Explore percussion instruments.



Speech and language therapy

Individual programmes of support as appropriate, including –

- 1:1 and small group sessions with a Speech and Language Therapist and following SaLT advice.
- Intensive interaction.
- Attention building activities eg Bucket Time and Special Time. .
- Makaton, AAC and communication boards (using pictures and visuals to support communication).
- Structured games to develop language and social interaction.
- Play and language modelled by adults.

Occupational therapy

Individual programmes of support as appropriate, including -

- 1:1 and small group sessions with an Occupational Therapist, and following OT advice.
- Movement breaks and activities to aid sensory regulation.
- Sensory play including shaving foam, dough and water with a variety of resources. .
- Gross motor balancing and climbing, and exercises to develop strength and coordination.
- Fine motor control activities eg dough and threading.