

Yearly Overview Equals Informal Curriculum- 2022-2023

	Autumn Term		Spring Term		Summer Term	
Theme	Witches and Wizards	Light and Dark	Dragons	Woodlands	Kings and Queens	Farm to Fork
<b>My Communication</b>	<b>Imperative communication skills</b> <ul style="list-style-type: none"> <li>- To be introduced to the signing name and photograph of staff who are working in the class</li> <li>- To be introduced to the correct sign and single symbol every time the favourite imperative words are used</li> <li>- To build a bank of clear and unambiguous likes and dislikes</li> <li>- To positively gain the attention of another person</li> </ul>	<b>Declarative Communication skills:</b> <ul style="list-style-type: none"> <li>- To be gain the attention of another person</li> <li>- To engage in a declarative 'conversation' with another</li> </ul>	<b>Formal social interaction skills</b> <ul style="list-style-type: none"> <li>- To initiate a greeting and/or conversation with a familiar person</li> <li>- To communicate 'no' appropriately</li> <li>- To positively share attention with a staff member</li> <li>- To recognise the difference between 'I want and 'I need'</li> </ul>	<b>Imperative communication skills</b> <ul style="list-style-type: none"> <li>- To work on 'I want' Communications</li> <li>- To make a choice from 2 options (supported and independently)</li> <li>- To use the correct word/ sign/ symbol for favourite motivating activities</li> <li>- To establish that favourite imperatives might not be possible all the time</li> </ul>	<b>Alternative and Augmentative Communications (AAC)</b> <ul style="list-style-type: none"> <li>- To promote Body language, eye pointing, gesture, facial expressions and vocalisations</li> <li>- To use technology to aid daily communication</li> </ul>	<b>Peer to Peer interactions</b> <ul style="list-style-type: none"> <li>- To communicate wants and needs with peers</li> <li>- To turn take with another person</li> <li>- To use appropriate physical contact with a peer</li> </ul>
<b>My Sensory Play</b>	<b>Solitary Play</b> Variations of sand and water play Kinaesthetic play <ul style="list-style-type: none"> <li>- To look at play objects</li> <li>- To reach play objects</li> <li>- To concentrate on play objects for increasing periods of time</li> </ul>	<b>Solitary Play</b> Variations of foodstuffs Heuristic play <ul style="list-style-type: none"> <li>- To concentrate on play objects for increasing periods of time</li> <li>- To accept different offerings of opportunities to play</li> <li>- To accept presence of somebody else when playing</li> </ul>	<b>Parallel Play</b> Variations of foodstuff Kinaesthetic play <ul style="list-style-type: none"> <li>- To tolerate another in sight when playing</li> <li>- To tolerate another in reach when playing</li> <li>- To tolerate another next to when playing</li> </ul>	<b>Parallel Play</b> Conventional toy based play Variations of foodstuff Heuristic play <ul style="list-style-type: none"> <li>- To tolerate another in their space when playing</li> <li>- To show an interest in the parallel play of another when both are playing</li> </ul>	<b>Shared Play</b> Conventional toy based play Variations of foodstuff Heuristic play <ul style="list-style-type: none"> <li>- To show an interest in the resources of another when both are playing</li> <li>- To share resources with another</li> </ul>	<b>Shared Play</b> Conventional toy based play Variations of foodstuff Heuristic play <ul style="list-style-type: none"> <li>- To engage in turn taking play with another when both are playing</li> </ul>
<b>My Independence</b>	<b>My cooking skills</b> <ul style="list-style-type: none"> <li>- To open containers and replace lids</li> <li>- To wash and dry hands before cooking</li> <li>- To take responsibility for getting necessary equipment from their usual places and putting them back again when finished</li> </ul>	<b>My shopping skills</b> <ul style="list-style-type: none"> <li>- To use a shopping list</li> <li>- To shop at the local street or covered market</li> <li>- To recognise the sequence of events that have to be completed in order to go shopping for an item.</li> </ul>	<b>My Dressing and undressing skills</b> <ul style="list-style-type: none"> <li>- To identify and utilise appropriate clothing and accessories with regards to; weather, occasion etc.</li> </ul>	<b>My Dressing and undressing skills</b> <ul style="list-style-type: none"> <li>- To put on and take off various items of clothing</li> <li>- To develop the fine and gross motor control needed to complete dressing skills</li> </ul>	<b>My shopping skills</b> <ul style="list-style-type: none"> <li>- To understand a £1 coin is a means of exchange</li> <li>- To understand a debit/credit card is a means of exchange</li> <li>- To recognise that a single £1 coin will buy one snack</li> <li>- To recognise a note will buy 3 or more snacks</li> </ul>	<b>My cooking skills</b> <ul style="list-style-type: none"> <li>- To use a spreading knife to slice and chop soft fruit into a fruit salad</li> <li>- To use a spreading knife to make a sandwich with support as and where necessary</li> <li>- To make a squash drink</li> <li>- To follow and use a recipe</li> </ul>
<b>My Thinking</b>	<b>Maths:</b> <ul style="list-style-type: none"> <li>- Matching and sorting objects</li> <li>- Compare amounts</li> </ul> <b>English:</b> <ul style="list-style-type: none"> <li>- To develop mark making skills using fingertips/ hands</li> <li>- To begin to develop awareness of sounds</li> </ul>	<b>Maths:</b> <ul style="list-style-type: none"> <li>- Exploring patterns</li> <li>- To develop awareness of numbers to 5</li> <li>- One more and one less</li> </ul> <b>English:</b> <ul style="list-style-type: none"> <li>- To develop mark making skills using apparatus</li> <li>- To develop awareness of letters and sounds (SATPIN)</li> </ul>	<b>Maths:</b> <ul style="list-style-type: none"> <li>- Combining two amounts</li> <li>- To develop awareness of numbers to 5</li> </ul> <b>English:</b> <ul style="list-style-type: none"> <li>- To develop mark making control</li> <li>- To develop letter formation</li> <li>- To develop awareness of letter sounds (SATPIN)</li> </ul>	<b>Maths:</b> <ul style="list-style-type: none"> <li>- To develop an awareness of numbers to 10</li> <li>- To develop awareness of basic shape</li> </ul> <b>English:</b> <ul style="list-style-type: none"> <li>- To develop mark making skills</li> <li>- To develop handwriting</li> </ul>	<b>Maths:</b> <ul style="list-style-type: none"> <li>- To develop awareness of numbers to 20</li> <li>- To develop awareness of money</li> </ul> <b>English:</b> <ul style="list-style-type: none"> <li>- To develop mark making skills</li> <li>- To develop handwriting</li> <li>- To develop awareness of basic punctuation</li> </ul>	<b>Maths:</b> <ul style="list-style-type: none"> <li>- To develop awareness of length, weight and height</li> <li>- To develop awareness of time</li> </ul> <b>English:</b> <ul style="list-style-type: none"> <li>- To develop mark making skills</li> <li>- To develop handwriting</li> <li>- To develop awareness of basic punctuation</li> </ul>

				- To develop awareness of letter sounds (SATPINMDG)	- To develop awareness of letter sounds (SATPINMDG)	- To develop awareness of letter sounds (SATPINMDGOCK)
<b>My Outdoor School</b>	<b>Equipment</b> <ul style="list-style-type: none"> <li>- For learners to familiarise themselves with the essentials for learning in an Outdoor School</li> <li>- To prepare for the outdoor school</li> </ul>	<b>Exploration</b> <ul style="list-style-type: none"> <li>- To explore the outdoor school environment using all my senses</li> <li>- To be confident in touching, smelling, listening and looking</li> <li>- To know what I can taste safely</li> </ul>	<b>Living Things</b> <ul style="list-style-type: none"> <li>- To know that some plants are safe and some are unsafe</li> <li>- To know that some animals may hurt and some do not</li> <li>- To recognise safe and unsafe plants in the outdoor environment</li> </ul>	<b>Trees</b> <ul style="list-style-type: none"> <li>- To know that there are different types of trees</li> <li>- To recognise differences in trees</li> <li>- To name different trees</li> <li>- To explore the different texture of leaves and bark</li> </ul>	<b>Insects</b> <ul style="list-style-type: none"> <li>- To recognise difference within insects</li> <li>- To name different insects</li> <li>- To participate in a bug hunt</li> <li>- To build a bug hotel</li> </ul>	<b>Fire</b> <ul style="list-style-type: none"> <li>- To approach an open fire and be comfortable with the experience</li> <li>- To be aware of the dangers of an open fire and treat it with respect</li> <li>- To know fire safety</li> </ul>
<b>My Physical Well-Being</b>	<b>Ball Skills</b> <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Throwing</li> <li>- Handling</li> <li>- Tracking</li> </ul>	<b>Team Games</b> <ul style="list-style-type: none"> <li>- Boccia</li> </ul>	<b>Team Games</b>	<b>Gymnastics</b>	<b>Exploring Equipment</b>	<b>Outdoor games/Athletics</b>
<b>My Creativity</b>						