

Literature Theme: This term our literature theme will be based around nursery rhymes. Here we will sing, sign and communicate our knowledge of nursery rhymes but also explore them in a sensory way as well. This will run alongside our recovery curriculum as we promote the enjoyment of communal, fun activities for the children. We will also celebrate Bonfire night and Diwali where we hope to have a sensory fire and fireworks and celebrate as a class family, in as many open spaces as we can. As the children enjoy the bright colours of Diwali, we will also look at the Colour Monster story as we continue to identify our feelings through colour in our SRE.

All groups

Life Long Learning

Week 1

Steps to objective:

- Identify what underpants are, where do we wear them?
- Identify body parts
- What does Private mean?
- Which body parts are private?
- Identify what 'safe' means, which adults make us feel safe?
- Understand/identify the adults that can see/touch my private areas and why (e.g. bathroom).
- Explain why physical contact may not be appropriate, cause us to feel upset, it hurts, or we feel uncomfortable about it.
- Explain that your body belongs to you and you can say no.
- Practice this with YES and No cards.

Objective: *-KS1/KS2 I will learn about the underpants rule and where appropriate follow the NSPCC Speak Out Stay Safe Programme.*

Challenge: As well as the children identifying the underpants area, can they distinguish between boys and girls and what makes a boy and what makes a girl.

Week 2

Steps to objective:

- Identify the adults that help us, who are the adults in our lives?
- What about if you did not know the adults?

- Identify what a stranger is?
- Explain that we do not have to do what a stranger tells us to do.
- Identify what to do, we can say 'NO' (practice with yes and no cards) and tell an adult that we know who helps us.

Objective: *KS1/KS2 I will develop an understanding of stranger danger*

Challenge: As well as using YES and NO in our routine can the children look at words such as STOP and HELP.

Communication Recovery curriculum ideas: Enjoy singing a wide range of nursery rhymes as a group, again something that is limited in local lock downs. If possible can this be done in different places? Develop the other classroom into 'Nursery Rhyme land,' encouraging children to enjoy open spaces. Explore some of these nursery rhymes in the woods, with a woodland theme.

| Group 1 | Group 2 | Group 3 | Group 4 |
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| Communication and Language | Communication and Language | Communication and Language | Communication and Language |
| <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Provide sensory opportunities to attract attention and engagement that allows interaction with children.</p> <p>Objective: <i>PF3 Looks intently at a person talking but stops responding if speaker turns away.</i></p> <p>Challenge: Can the children also interact by physical means, such as touching a symbol, high 5, or even using</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Model the use of spoken words and pictures to represent concepts in their routine.</p> <p>-Start to introduce common symbols to represent routine, when we go to the toilet, break time, lunch time, home time etc.).</p> <p>-Can the children identify these pictures/symbols correctly?</p> <p>Objective: <i>(SF1) Is beginning to show understanding of key concept words</i></p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Model and Match spoken words with times of day and places (good morning, good afternoon, snack time, play time, break time, home time).</p> <p>-Model and encourage the use of please and thank you after yes and no.</p> <p>-Scaffold children's ability to ask for more or no more at break/lunch time as well as what they want to play with.</p> <p>Objective: <i>(SF2) Beginning to put two words together (e.g. 'want ball', 'more</i></p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Build upon knowledge of action words by modeling identifying who is doing and what are they doing in pictures.</p> <p>-Play finding games such as where is the doll?</p> <p>-Read books and model/identify where familiar objects are.</p> <p>Objective: <i>(SF4) Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where</i></p> |

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| <p>an instrument at the correct time, such as beating a drum.</p> | <p><i>related to personal world (toilet, mum, drink, eat, home)</i></p> <p>Challenge: Can the children show understanding of some key words from nursery rhymes, such as star, bus, animals in Old Macdonald had a farm, rainbow etc</p> | <p><i>juice).</i></p> <p>Challenge: Can the children practice putting more words together by singing familiar nursery rhymes? How many words can they put together?</p> | <p><i>is.?).</i></p> <p>Challenge: Identify a range of different verbs. For example by asking 'whose jumping?' 'where is the boy that is running?' 'what's he doing'. etc</p> |
| <p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Provide sensory opportunities to attract attention, engagement and interaction with objects. -When it is time to move onto another activity, gauge children's reaction, model concept of finished. <p>Objective: <i>PF3</i> Objects to termination of interaction</p> <p>Challenge: Give the children ownership of the term 'finished,' can they say/sign this?</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model the use of spoken words and pictures to represent concepts in their routine, farm context -Keep using common symbols to represent routine, when we go to the toilet, break time, lunch time, home time etc.). -Use a my turn your turn technique to encourage the children to speak these words as much as possible. <p>Objective: <i>(SF1) Uses single words</i></p> <p>Challenge: Encourage the children to take part in singing/ joining in with the nursery rhymes we look at, can they use more than one word?</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model and Match spoken words with dramatic effect. For example 'Oh no' in stories. -All staff model the phrase 'All gone' after snack time/lunch time. -Encourage Aaron to copy adults using expressions in our weekly routine. <p>Objective: <i>(SF2) Copies familiar expressions, e.g. 'Oh dear', 'All gone'.</i></p> <p>Challenge: Can the children copy repetitive phrases from nursery rhymes that are more than 2 words?</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model signing everyday events/objects within school routine. -Give narrative to school day, play, circle time, learning, lunch time, break time home time etc. -Prompt children to use gestures/signs alongside speech for these events/objects. <p>Objective: <i>(SF4) Uses gestures, sometimes with limited talk, e.g. reaches toward food, saying 'I have it'.</i></p> <p>Challenge: Can the children sign and sing some of our gesture based nursery rhymes, for example the looping rainbow from the 'colors of the rainbow,'</p> |

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| | | | winding the bobbin up, reaching to make a star in 'twinkle twinkle little star' etc. |
| <p><u>Week 1</u> Steps to objective:</p> <p>-Model use of symbols in their routine (symbols for play and equipment we may need and motivating snacks)</p> <p>-After modeling in routine, encourage children to choose symbols when they may want something.</p> <p>Objective: (PF4) Expresses wants and needs via symbolic means</p> <p>Challenge: Encourage children to not only choose through symbolic means but to point, use words or even lead an adult to the area where something is kept.</p> | <p><u>Week 1</u> Steps to objective:</p> <p>-Model and encourage children to identify their friends in daily communication time.</p> <p>-Recap body parts as part of Life Long Learning.</p> <p>-Sing/sign Heads Shoulders knees and toes, modeling body parts.</p> <p>Objective: (SF1) Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Charlie?', 'Where's your nose?').</p> <p>Challenge: Play Simon says with more challenging instructions and varied verbs, for example bang the drum, comb your hair, throw the ball etc</p> | | |
| <p><u>Week 2</u> Steps to objective:</p> <p>-Continue to model use of symbols in their routine (symbols for play and equipment we may need and motivating snacks), this time do not have the items</p> | <p><u>Week 2</u> Steps to objective:</p> <p>-Model the use of spoken words and pictures to represent concepts in their routine.</p> | | |

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| <p>present, just the symbols.</p> <p>-After modeling in routine, encourage children to choose symbols when they may want something, when the item is not present.</p> <p>Objective: (PF4) Expresses preference for items not present via symbolic means</p> <p>Challenge: Encourage children to not only choose through symbolic means but to point, use words or even lead an adult to the area where something is kept.</p> | <p>-Start to introduce common symbols to represent routine, when we go to the toilet, break time, lunch time, home time etc.).</p> <p>Can the children identify these pictures/symbols correctly?</p> <p>Objective: (SF1) Is beginning to show understanding of key concept words related to personal world (toilet, mum, drink, eat, home)</p> <p>Challenge: Can the children show understanding of some key words from nursery rhymes, such as star, bus, animals in Old Macdonald had a farm, rainbow etc</p> | | |
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Reading Recovery Curriculum ideas: As the children explore nursery rhyme books independently, also promote communal class reading sessions in groups, again can they be in open spaces if possible, particularly the outside environment and the woods.

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| Group 1 | Group 2 | Group 3 | Group 4 |
| Reading | Reading | Reading | Reading |
| <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Read sensory stories with sensory props to engage attention (bells, lights, sounds, materials to feel)</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Model identifying motivating objects such as snacks and play objects</p> <p>-At break time, play time, encourage the</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Provide lots of opportunities for one to one reading with books, personal exploration of books.</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Recap symbols/pictures within learning environment which should have the picture and the word.</p> |

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| <p>-Re read stories but build in anticipation of the sensory prop so the children are looking at adult in buildup.</p> <p>Objective: (PF3) Looks intently at a person talking but stops responding if speaker turns away.</p> <p>Challenge: Can the children also interact by physical means, such as touching a symbol, high 5, or even using an instrument at the correct time, such as beating a drum.</p> | <p>children to choose the objects in the pictures.</p> <p>Objective: (PF4) Recognises familiar motivating objects in photos and can use this understanding to make choices</p> <p>Challenge: Can the children recognize and choose some of the symbols of the key aspects from the nursery rhymes we are looking at. For example the animals in old macdonald had a farm?</p> | <p>-Provide sense of anticipation in voice or use props/music to provide a build up of excitement/ motivation to see what is on the next page.</p> <p>Objective: (SF1) Show anticipation about what is going to happen (e.g. by turning the page) (S1)</p> <p>Challenge: Can the children show anticipation in nursery rhymes by remembering signs at the correct time?</p> | <p>-Ask what the picture is, model what the word says (e.g. cow, sheep, horse etc)</p> <p>-Transfer this to one to one reading, asking what is in the pictures and modeling the words.</p> <p>-Encourage child to identify certain pictures and locate the words.</p> <p>Objective: (SF2) Knows the difference between text and pictures</p> <p>Challenge: Can the children describe what is going on in the pictures and or recognize some very familiar words?</p> |
| <p>Week 2</p> <p>Steps to objective:</p> <p>-Give Children opportunities to play with props, to understand what they are. Use barnyard animals as we look at animals on our class farm</p> <p>-Introduce a sensory story that compliments these props. Give children opportunities to differentiate between the book and the props.</p> <p>-Allow children to choose the correct props after reading the story multiple times.</p> | <p>Week 2</p> <p>Steps to objective:</p> <p>-Read stories related to theme, model turning pages and holding the book the correct way, ask questions about pictures on pages.</p> <p>-Encourage Children to navigate their way through stories independently.</p> <p>Objective: (PF4) Explores books and props with more consistency</p> <p>Challenge: Can the children sign more frequently as we look at lots of familiar</p> | <p>Week 2</p> <p>Steps to objective:</p> <p>-Provide lots of opportunities for one to one reading with books, personal exploration of books.</p> <p>-Model the use of pictures/symbols/props that are the same in the story, for example if looking at barnyard animals, have pictures of them, ask the children which are the same as those in the book.</p> <p>-Get the children to choose photos of other children in communication time</p> | <p>Week 2</p> <p>Steps to objective:</p> <p>-Introduce farm yard animals; can the children recognise the sound they make?</p> <p>-After identifying common animals and their sounds, introduce farmyard bingo. Introduce an animal sound, can Ruby select the correct animal picture/symbol.</p> <p>-Reinforce this with everyday sounds such as doorbell, car horns etc.</p> <p>Objective: (SF2) Match sounds to</p> |

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| <p>Objective: (PF3) Tracks between two stimuli such as a sensory book or prop.</p> <p>Challenge: Can the children track between 2 stimuli form one nursery rhyme but then transfer their attention to tracking 2 stimuli from another nursery rhyme immediately afterwards?</p> | <p>nursery rhymes?</p> | <p>and select their snack at break time through symbolic means.</p> <p>Objective: (SF1) <i>They match objects to pictures and symbols, for example choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child</i></p> <p>Challenge: Can some of the children choose from 3 symbols?</p> | <p><i>pictures</i></p> <p>Challenge: Can the children match sounds to nursery rhymes, for example when they hear the start of a familiar nursery rhyme, can they identify the nursery rhyme?</p> |
| <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Have regular exposure to singing and signing of popular nursery rhymes with props and fun actions to encourage engagement.</p> <p>Objective: (PF3) Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalizations</p> <p>Challenge: Can the children demonstrate this in variety of nursery rhymes?</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Model use of switch in daily communication time 'Good Morning' 'Good Afternoon.'</p> <p>-Encourage children to use switch to greet friends.</p> <p>-Model use of switch in sensory story, particularly when making sound of barnyard animals, (moon, baa, neigh etc)</p> <p>Objective: (PF4) Initiates actions to gain reward e.g. presses switch to activate toy linked to story, rhyme, song, poem, jingle or prop</p> <p>Challenge: Encourage children to activate sounds at the correct moment,</p> | | |

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| <p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> -Have regular exposure to singing and signing of popular nursery rhymes. -Try to get children listening to and engaging with books more so that he can also enjoy rhythmic patterns in stories as well. -As part of recovery curriculum, take these stories outside and around school in the open spaces that the children enjoy. <p>Objective: (PF3) Listens to and enjoys rhythmic patterns in rhymes and stories</p> <p>Challenge: extend this in a variety of nursery rhymes as we explore lots of varied nursery rhymes as part of our theme.</p> | <p>build in anticipation to do so.</p> <p><u>Week 2</u> Steps to objective:</p> <ul style="list-style-type: none"> -Provide a range of switch based books for children to read. -Model the use of using the switches to turn the pages and activate sounds. -Encourage children to interact with switch stories and work towards independently navigating way through book. <p>Objective: (PF4) Shows some understanding of how books work, for example attempting to turning pages and holding the book the right way up</p> <p>Challenge: Could children use the switch to read a story out to their classmates?</p> | | |
| | <p><u>Week 1</u> Steps to objective:</p> <ul style="list-style-type: none"> -Model use of switch in daily communication time 'Good Morning' 'Good Afternoon.' -Encourage children to use switch to greet | | |

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| | <p>friends.</p> <p>-Model use of switch in sensory story, particularly when making sound of barnyard animals, (moon, baa, neigh etc)</p> <p>-Encourage children to activate sounds at the correct moment, build in anticipation to do so.</p> <p>Objective: (PF4) Initiates actions to gain reward e.g. presses switch to activate toy linked to story, rhyme, song, poem, jingle or prop</p> <p>Challenge: Encourage children to activate sounds at the correct moment, build in anticipation to do so.</p> | | |
| | <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Read stories related to theme, model turning pages and holding the book the correct way, ask questions about pictures on pages.</p> <p>-Encourage Scarlett to navigate her way through stories independently.</p> <p>Objective: (PF4) <i>Explores books and props with more consistency</i></p> <p>Challenge: Can the children sign more</p> | | |

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| | frequently as we look at lots of familiar nursery rhymes? | | |
| Group 1 | Group 2 | Group 3 | Group 4 |
| Writing | Writing | Writing | Writing |
| <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Provide a range of mark making opportunities as we set the learning environment up for our theme.</p> <p>-Model mark making not only with food and water but in sand, with hands in paint, on the interactive whiteboard, and even with some writing implements.</p> <p>Objective: (PF4) <i>Mark making becoming more intentional</i></p> <p>Challenge: Can the children start to use an implement for more intentional mark making?</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>Provide sensory opportunities to locate lights/projections of stars in dark etc, model pointing.</p> <p>Look at patterns on the board on paper, model pointing to particular objects.</p> <p>Objective: (PF4) <i>Pointing</i></p> <p>Challenge: As well as pointing, could the children explore fine motor strengthening skills, such as manipulating play dough/clay? Perhaps they could make a diva lamp as we celebrate Diwali?</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Model use of symbols throughout routine. Initially in communication time and break time choices to daily timetable of events and building up to the context of our theme.</p> <p>-Encourage children to choose with these symbols.</p> <p>-Provide a wide range of mark making techniques and implements, modeling the use of and encouraging the use of.</p> <p>Objective: (SF1) <i>They make marks or symbols in their preferred mode of communication</i></p> <p>Challenge: Can the children refine their marks</p> <p>Mmmmmmmmmmmmmmmmmmm</p> <p>O o o o o o o o o o o o o o o o</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Provide opportunities to make marks more meaningful. (e.g. when looking at mud on farm, make mud marks).</p> <p>-Provide a range of different mark making opportunities and then let child go with preferred method.</p> <p>Objective: (SF1) <i>Scribbles are very purposeful</i></p> <p>Challenge: Can the children use templates to go over such as up and down and side to side marks, initially hold the children’s hand as they go over these</p> |

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| <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Provide sensory opportunities to locate lights/projections of stars in dark etc, model pointing.</p> <p>-Look at patterns on the board on paper, model pointing to particular objects.</p> <p>Objective: (PF4) Pointing</p> <p>Challenge: As well as pointing, could the children explore fine motor strengthening skills, such as manipulating play dough/clay? Perhaps they could make a diva lamp as we celebrate Diwali?</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>Provide opportunities to make marks more meaningful. (e.g. when looking at mud on farm, make mud marks).</p> <p>Provide a range of different mark making opportunities and then let child go with preferred method.</p> <p>Objective: Scribbles are very purposeful</p> <p>Challenge: Can the children use templates to go over such as up and down and side to side marks, initially hold the children's hand as they go over these.</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Encourage the children to make their own marks.</p> <p>-Look at pictures relevant to our theme or person specific, such as mud grass etc.</p> <p>-Give the children ownership of their marks through questioning, what do you want to draw?</p> <p>Objective: (SF1) While scribbles do not resemble letters or writing, they do represent the ideas of a writer</p> <p>Challenge: can the children draw some very basic nursery rhyme characters, e.g humpty dumpty, or a spider from 'incy wincy spider.'</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Scaffold children's ideas into making more meaningful marks.</p> <p>-Encourage children to make meaningful choices in terms of what color they will use if they were drawing for example the sun, sea, grass or mud.</p> <p>-Question children about their marks, what are they what do they represent?</p> <p>Objective: (SF1) Drawings represent writing</p> <p>Challenge: can the children draw some very basic nursery rhyme characters, e.g humpty dumpty, or a spider from 'incy wincy spider.'</p> |
| <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Provide play opportunities to make marks in play tray.</p> <p>-Model and encourage children to make</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>Provide a range of mark making opportunities as we set the learning environment up for our theme.</p> | | |

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| <p>marks in sand and water, on the Interactive whiteboard and with hands in paint.</p> <p>Objective: (PF3) Starting to explore making marks, often unintentionally</p> <p>Challenge: Provide opportunities to provide more intentional marks.</p> | <p>Model mark making not only with food and water but in sand, with hands in paint, on the interactive whiteboard, and even with some writing implements.</p> <p>Objective: (PF4) Mark making becoming more intentional</p> <p>Challenge: Can the children refine some of these marks, can the children use templates to go over such as up and down and side to side marks, initially hold the children's hand as they go over these.</p> | | |
| <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Where this is not physically possible, can children use both hands to access switches.</p> <p>-Provide opportunities to use both switches, initially using one switch, then building up to 2 switches.</p> <p>Objective: (PF3) Passes toys from one hand to another</p> <p>Challenge: Introduce cause and effect switches with 2 built in actions, for example, build up the bricks with one switch, knock the bricks down with</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Encourage children to use a writing implement as opposed to just using her fingers.</p> <p>-Physically model the palmer grip in all of our mark making until children can use a writing implement this way.</p> <p>Objective: (PF4) Fisted or palmar grip</p> <p>Challenge: Can the children use this grip to refine their marks, using templates to do so.</p> | | |

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| another. | | | |
| <p>Maths Recovery Curriculum opportunities: Construction activities that encourage team building such as building with blocks. Cause and effect games on the interactive whiteboard, using switches to build bricks up and using switches to knock them down. Link this to building the wall that Humpty Dumpty is sitting on. Nursery rhymes counting games that involve taking one away, 5 little ducks, 5 little monkeys jumping on the bead, 5 Green bottles. Team games such as skittles where we can count the amounts we have knocked down together.</p> | | | |
| Group 1 | Group 2 | Group 3 | Group 4 |
| Mathematics | Mathematics | Mathematics | Mathematics |
| <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>Listen to a range of number songs that have actions, model these actions and model counting the numbers, pointing to the numbers on the wall.</p> <p>5 little speckled frogs, 5 little men in a flying saucer, 10 green bottles etc.</p> <p>Encourage the children to take part in the actions, knocking bottles down and frogs into the water etc.</p> <p>Objective: (PF3) <i>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</i></p> <p>Challenge: encourage the children to join in the rote count in these songs,</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>- Identify a range of every day sounds accompanied by pictures. Door knock, drum, car horn, dog barking etc (use sound cards)</p> <p>-After modeling, play the sound and see if the children can choose the correct card.</p> <p>Objective: (PF4) Recognize and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Challenge: -Play farmyard bingo from the nursery rhyme Old Macdonald.</p> <p>-After identifying common farmyard sounds, see if the children can match their cards to the animal sound.</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Model carrying out 'jobs' within the classroom, putting straws in cups, giving other children a cup at break, plates at lunch etc.</p> <p>-Encourage children to give the other children their equipment.</p> <p>Objective: (SF1) Demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil). (S1)</p> <p>Challenge: Use 1:1 correspondence based on criteria, for example give all the girls an object (from choice of girls and boys).</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>Listen to counting songs, using actions and prompts.</p> <p>Look at the number 1, model the number card and using one finger.</p> <p>Model counting one of the objects in our counting songs.</p> <p>Model the symbol card 'lots.'</p> <p>Model having lots of objects in the play tray (objects from counting songs).</p> <p>Objective: (SF2) Distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects (S1)</p> <p>Challenge: can the children distinguish</p> |

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| <p>modelling number words.</p> | | | <p>between 1 and 2 objects.</p> |
| <p><u>Week 2</u> Steps to objective:</p> <p>-Listen to a range of number songs that have actions, model these actions and model counting the numbers, pointing to the numbers on the wall.</p> <p>5 little speckled frogs, 5 little men in a flying saucer, 10 green bottles etc. -Encourage the children to take part in the actions, knocking bottles down and frogs into the water etc. -Gage what is the children’s interested rhymes and which is there favourite?</p> <p>Objective: (PF3) <i>Interested in rhymes and may have favourites</i></p> <p>Challenge: Model and prompt the children to say some of the numbers in these songs as we count down using repetition.</p> | <p><u>Week 2</u> Steps to objective:</p> <p>Provide children with a variety of shape sorters and shape puzzles. -Give opportunities to practice manipulating the shapes until they fit into a desired slot. -Model trying and checking.</p> <p>-Provide switch opportunities for some children to apply potential solutions to problems. For example blowing a bubble up or stacking bricks.</p> <p>Objective: (PF4) I will apply potential solutions systematically to problems for example, turning a puzzle piece so it fits in the slot</p> <p>Challenge: Can children use 2 switches functionally, using one switch for one command, and the other for the next such as blowing a balloon up with one switch, popping it with the other etc</p> | <p><u>Week 2</u> Steps to objective:</p> <p>Model saying and signing the vocabulary of big and small objects.</p> <p>Model choosing the big object form a selection of 2 (Using farmyard animals).</p> <p>Model choosing the small object from a choice of 2 (using farmyard animals).</p> <p>Encourage the children to match big and small objects independently.</p> <p>Objective: (SF1) Match big objects and small objects</p> <p>Challenge: identify big and small objects when the difference is not great.</p> | <p><u>Week 2</u> Steps to objective:</p> <p>Model counting small amounts of familiar objects.</p> <p>Emphasize that the last number in a count represents the total amount.</p> <p>Make sets of 2 and 3 (animals from Old Macdonald).</p> <p>Adult to scaffold and count with children sets to specific number, emphasizing the last number representing the amount.</p> <p>Children to try this independently, being encouraged to count allowed as they do so.</p> <p>Objective: (SF2) Make sets that have the same small number of objects in each</p> <p>Challenge: extend this as much as possible, how high can the number be that the children make sets of?</p> |
| <p><u>Week 1</u> Steps to objective: Listen to and identify a selection of sounds alongside</p> | <p><u>Week 1</u> Steps to objective:</p> <p>-After playing with and exploring toys,</p> | | |

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| <p>the pictures (farmyard animals from old macdonald).</p> <ul style="list-style-type: none"> -Model looking for the source of sound. -Can children find the barnyard animal that made the sound? <p>Objective: (PF3) Seek disappearing object (source of sound)</p> <p>Challenge: Play sounds without picture, can children identify the sound by choosing the correct picture of the farm animal from a choice of 2.</p> | <p>objects of interest, model sorting them into groups.</p> <ul style="list-style-type: none"> -Encourage sorting the objects by their defining characteristics (for example different colored bricks or car and vans). -It doesn't matter at this point if they are not sorting by properties, encourage the physical sorting. <p>Objective: (PF4) Making choices and 'sorting' objects (not necessarily according to the objects properties)</p> <p>Challenge: encourage the sorting of objects by their properties this time, use color as we look at the colors of the rainbow.</p> | | |
| <p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Provide math's opportunities that allow for anticipation. Building blocks, knocking them down (this could be done on a switch as well). Counting songs that requires physically taking objects away. Countdowns etc. -Emphasize the moment of anticipation and encourage children to join in, which | <p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - Provide a range of exploratory math's activities (filling and emptying containers), cause and effect toys, building and stacking, shape sorters, counting objects along with number cards, sorting by obvious choice etc. -Model the use of these and encourage children to play /explore these objects in | | |

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| <p>is their favorite?</p> <p>Objective: (PF3) Anticipates favorite activity or stimulus during math’s session</p> <p>Challenge: encourage the extended use of the children’s favorite activity.</p> | <p>their play time.</p> <p>Objective: (PF4) I will actively explore objects for more extended periods</p> <p>Challenge: Find out what interests the children when exploring and extend the use of this in different ways.</p> | | |
| <p>Science Recovery Curriculum Opportunities: Explore and engage with fun Stem activities as a group. For example making fireworks from diet coke and metos. This could evolve into team parachute fireworks with balls for fireworks. Also germ experiment using pepper in water and dipping finger covered in hand wash. Highlight need to wash hands; create a new team hand wash poster near the sink and one for the bathroom. Let’s be scientists! Design and make your own science mask, try to normalize the wearing of masks around school.</p> | | | |
| <p>Group 1</p> | <p>Group 2</p> | <p>Group 3</p> | <p>Group 4</p> |
| <p>Understanding of the world (Science, Geography, History, RE, Technology)</p> | <p>Understanding of the world (Science, Geography, History, RE, Technology)</p> | <p>Understanding of the world (Science, Geography, History, RE, Technology)</p> | <p>Understanding of the world (Science, Geography, History, RE, Technology)</p> |
| <p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model the use of YES and No cards. -Encourage the children to use Yes and No cards when communicating a like or a dislike or exploring a choice of activity. <p>Objective: (PF2)I will communicate my likes and dislikes consistently when exploring familiar actions and activities, events and objects.</p> | <p><u>Week 1</u></p> <p>Steps to objective: Identify some objects of interest.</p> <ul style="list-style-type: none"> -Model hiding the objects and then looking for the object, over emphasizing the search to encourage anticipation of finding it (similar when found, cheer loudly) -Using photos of objects, encourage the children to find the hidden object. <p>Objective: I will watch a toy being</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model actions in action songs in PE. -Play games which require imitation such as If you’re happy and you know it... -Encourage imitation, offer verbal reward. <p>Objective: (SF1) I will make sounds using my body such as clapping, tapping my fingers, and may imitate or copy sounds.</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Establish routine places to keep everyday objects. -Give children ownership of this where possible. Putting coats on peg, bags in cupboard etc. -Also keep objects/toys of interest in the same area and demonstrate where they are kept. |

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| <p>Challenge: Can the children choose nursery rhymes by choosing their picture card/symbol?</p> | <p>hidden and then try to find it.</p> <p>Challenge: Could the children then hide the object themselves?</p> | <p>Challenge: Can the children make sounds with their body at appropriate times in nursery rhymes?</p> | <p>-Encourage children to ask for object/toy and show an adult where they are kept.</p> <p>Objective: (SF2) I will remember where objects belong.</p> <p>Challenge: Can the children show their friends and communicate to their friends where objects belong?</p> |
| <p>Week 2</p> <p>Steps to objective:</p> <p>-Provide a range of musical instruments and model how to use them and their effect.</p> <p>-Provide hanging mobiles to represent nursery rhymes, for example a hanging spider and web for 'The Incy Wincy Spider.' And lots of stars for 'Twinkle Twinkle.'</p> <p>Objective: (PF2) I will repeat actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.</p> <p>Challenge: Can the children use musical instruments and interact with the themed mobiles at certain parts as we sing our nursery rhymes.</p> | <p>Week 2</p> <p>Steps to objective:</p> <p>-Provide a range of musical instruments and model how to use them and their effect.</p> <p>-Provide play opportunities for the children to place food into containers, this could be rice with a Diwali theme.</p> <p>Objective: (PF3) I will become absorbed in combining objects, e.g. banging two objects together or placing objects into containers.</p> <p>Challenge: Extend the use of the combined objects, for example if the children are pouring rice into a container,</p> | <p>Week 2</p> <p>Steps to objective:</p> <p>-Provide a range of toys in the children's play which require pushing and pulling actions (for example toy cars, push chairs, wind up toys etc.</p> <p>-Model the words push and pull on the playground, the swing and the roundabout.</p> <p>Objective: (SF1) I will cause movement by a pushing or pulling action.</p> <p>Challenge: could the children push and pull objects on command?</p> | <p>Week 2</p> <p>Steps to objective:</p> <p>-Provide play opportunities where specific toys are located amongst environments linked to our nursery rhyme theme. For example the incy wincy spider in the water, or in a web (shredded paper), humpty dumpty amongst lots of bricks etc.</p> <p>-Encourage the children to locate the characters.</p> <p>Objective: (SF2) I will take part in activities focused on the anticipation and enquiry into specific environments, such as finding a toy in sand.</p> <p>Challenge: Could the children hide their toy in a specific environment?</p> |

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| | could they empty it by pouring it through their fingers etc | | |
| <p>PSHE Recovery Curriculum opportunities: weekly assemblies on Microsoft teams, particular emphasis on remembrance and armistice day. As we identify our emotions, identify what makes a good friend, what we like about our friends. Enjoy the spiritual awe of the fireworks in bonfire night and the sensory lights as part of the Diwali celebrations.</p> | | | |
| Group 1 | Group 2 | Group 3 | Group 4 |
| PSED/SRE | PSED/SRE | PSED/SRE | PSED/SRE |
| <p><u>Week 1</u> <u>Relationships (managing feelings)</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> - Introduce the color monster, make our own mixed colour monster. -Identify that when he is yellow he feels happy, when he is Blue he feels sad. -Use symbols for happy and sad. -Can the children identify happy/sad? <p>Objective: (PF2) Respond with curiosity to stimuli which depicts facial expressions representing different emotions/feelings</p> <p>Challenge: Look at the 'colour monster' when he is red. Identify that red means</p> | <p><u>Week 1</u> <u>Relationships (managing feelings)</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Introduce the color monster; make our own mixed colour monster. -Identify that when he is yellow he feels happy, when he is Blue he feels sad. -Who could the colour monster tell if he was feeling sad? -Recap pictures of adults that help us, identify that we can tell an adult. -Introduce the 'sad' symbol, we could tell an adult we are feeling sad. -Introduce some common symbols, 'somethings hurting' 'hungry' 'drink' | | <p><u>Week 1</u> <u>Relationships (managing feelings)</u>Steps to objective:</p> <ul style="list-style-type: none"> -Look at the colour monster, identify the colour yellow. -Establish that when the CM is yellow he is happy, introduce happy sign and symbol. -Look at photos of the children smiling. Establish that they are happy (reinforce with symbol). -Identify what it is that is making us happy? Use photos as a stimulus. (Note-need to take photos of children playing/carrying out activity that makes them happy/smiley faces) <p>Objective: (SF1) Identify things that make us feel happy.</p> <p>Challenge: What can we do to make</p> |

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| <p>angry. Use a symbol to identify angry.</p> <p>Talk about what we may do when we are feeling angry.</p> | <p>'bathroom'</p> <p>-Establish that we can tell one of the adults if we need any of these symbols.</p> <p>Objective: (PF3) <i>Respond to stimuli about some of the different ways we can communicate our needs to others.</i></p> <p>Challenge: Can the children recognize all the adults that help us in class by choosing their picture?</p> | | <p>our friends feel happy?</p> |
| <p>Week 2 Relationships (Changing and Growing)</p> <p>Steps to objective:</p> <p>Link to Life Long Learning</p> <p>-High 5 the children and establish the concept of touch/contact.</p> <p>-Look at and identify pictures of the bathroom.</p> <p>-Who takes us to the bathroom.</p> <p>-Look at pictures of class staff, can the children find them or remember their names?</p> <p>-Establish that class staff help us on the</p> | <p>Week 2 Relationships (Changing and Growing)</p> <p>Steps to objective:</p> <p>-Look at pictures of common familiar body parts.</p> <p>-Reinforce with action song (links to PE objectives) 'Heads Shoulders knees and toes', modeling the body parts as we sing.</p> <p>-Introduce symbols for body part names.</p> <p>-Recognize body parts by pointing to self or choose the correct symbol when prompted.</p> <p>Objective: (PF3) <i>Respond with curiosity to adult prompting of the names for body parts</i></p> <p>Challenge: Can some children start to</p> | | <p>Week 2 Steps to objective:</p> <p>Look at the colour monster, identify the blue yellow.</p> <p>Establish that when the CM is blue he is sad; introduce the sad sign and symbol.</p> <p>Talk about things that might make us sad, usual visual prompts/reminders.</p> <p>Talk about pain, sign pain and identify that sometimes we can be hurting.</p> <p>Objective: <i>Identify things that may make us cry/feel sad.</i></p> <p>Challenge: Identify who we can talk to</p> |

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| <p>bathroom</p> <p>Objective: (PF2) Respond with interest to stimuli about different kinds of daily physical contact we experience.</p> <p>Challenge: Can the children identify those that help us in the bathroom when they are wearing a mask? Try to normalize staff wearing masks.</p> | <p>name private areas?</p> | | <p>if we are feeling sad. How could we cheer someone up if they were feeling this way?</p> |
| <p>Art Recovery Curriculum opportunities: Big art group mark making activities such as making a group fireworks picture on large pieces of black paper. Making a group Rangoli on a large piece of paper using lots of different colours. Making lanterns and setting them off in open spaces.</p> | | | |
| <p>Group 1 TM SSH (PF2)</p> | <p>Group 2 EC YZ (PF3)</p> | <p>Group 3 AK RJ CM LS (PF4)</p> | <p>Group HM (SF1) RP (SF2)</p> |
| <p>Expressive Art and Design</p> | <p>Expressive Art and Design</p> | <p>Expressive Art and Design</p> | <p>Expressive Art and Design</p> |
| <p><u>Week 1</u> Investigating and Making</p> <p>Steps to objective:</p> <p>Provide mark making opportunities in writing, particularly when setting up the learning environment.</p> <p>Model hand painting, e.g painting brown paint to make mud, or even painting with mud.</p> <p>Objective: (PF2) I may give intermittent reactions such as putting my</p> | <p><u>Week 1</u> Investigating and Making</p> <p>Steps to objective:</p> <p>-Provide shared opportunities for children to learn with their friends. -Recap learning with pictures of children carrying out work or with stimulus. -Question other children, who can you see, encourage interest in their friends and what they are doing.</p> <p>Objective: (PF3) I will begin to show interest in people, events and objects for example, focussing my attention on bold</p> | <p><u>Week 1</u> Investigating and Making</p> <p>Steps to objective:</p> <p>-Model use of different materials within play. Exploring sequined, shiny, rough, and smooth cloths. -Make marks in fluorescent paint and glitter. -Encourage children to look at work and reflect on their preferences.</p> <p>Objective: (PF4) I will communicate consistent preferences and affective</p> | <p><u>Week 1</u> Investigating and Making</p> <p>Steps to objective:</p> <p>-Model the colours in story the colour monster (linked to PSHE). -As we identify feelings and colours, model mixing the colors. -Provide a variety of different papers in play trays. Model stroking, folding paper when calm. -Model shaking or tearing the paper when angry. -Encourage children to explore the</p> |

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| <p><i>hands in wet paint.</i></p> <p>Challenge: Can the children move from hand prints to finger prints?</p> | <p><i>black and white patterns.</i></p> <p>Challenge: Can the children focus their attention on a variety of colours?</p> | <p><i>responses such as reaching for glittery materials in preference to others.</i></p> <p>Challenge: xxx</p> | <p>materials and the colours.</p> <p>Objective: (SF1) I will actively explore objects and materials for extended periods such as stroking, shaking, folding papers or materials of different colours or qualities.</p> <p>Challenge: Can the children match the colours and the emotions from the story the Colour Monster?</p> |
| <p>Week 2</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Provide shared opportunities for children to learn with their friends. -Recap learning with pictures of children carrying out work or with stimulus. -Question other children, who can you see, encourage interest in their friends and what they are doing. <p>Objective: (PF3) I will begin to show interest in people, events, and objects for example, focusing my attention on bold black and white patterns.</p> <p>Challenge: Can the children focus their attention on a variety of colours?</p> | <p>Week 2</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model use of different materials within play. Exploring sequined, shiny, rough, and smooth cloths. -Make marks in fluorescent paint and glitter. -Encourage children to look at work and reflect on their preferences. <p>Objective: (PF4) I will communicate consistent preferences and affective responses such as reaching for glittery materials in preference to others.</p> <p>Challenge: Can the children choose a</p> | <p>Week 2</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model the colours in story the colour monster (linked to PSHE). -As we identify feelings and colours, model mixing the colors. -Provide a variety of different papers in play trays. Model stroking, folding paper when calm. -Model shaking or tearing the paper when angry. -Encourage children to explore the materials and the colours. <p>Objective: (SF1) I will actively explore objects and materials for extended</p> | <p>Week 2</p> <p>Steps to objective:</p> <ul style="list-style-type: none"> Model using mark making in mud on our farm with fingers on surface. Extend this to paint on paper. Model use of implement, brown pen/marker or paint brush/sponge. Encourage children to make their own muddy marks on the farm. <p>Objective: (SF2) I will mark make intentionally on a surface with my fingers or tools.</p> <p>Challenge: Can these marks be refined with links to writing objectives and</p> |

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| | <p>variety of objects, for example different colored sequins when making Rama/Sitas crown?</p> | <p>periods such as stroking, shaking, folding papers or materials of different colours or qualities.</p> <p>Challenge: Can the children extend their folding skills in order to develop their hand eye coordination and their fine motor skills?</p> | <p>writing templates?</p> |
| | | | <p><u>Week 1</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model using mark making in mud on our farm with fingers on surface. -Extend this to paint on paper. -Model use of implement, brown pen/marker or paint brush/sponge. -Encourage children to make their own muddy marks on the farm. <p>Objective: (SF2) I will mark make intentionally on a surface with my fingers or tools.</p> <p>Challenge: Can these marks be refined with links to writing objectives and writing templates?</p> |
| | | | <p><u>Week 2</u></p> <p>Steps to objective:</p> <ul style="list-style-type: none"> -Model using a range of implements to |

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| | | | <p>make marks pens/pencils/markers, sponges, brushes.</p> <p>-Encourage children to make choices regarding their implements.</p> <p>Objective: (SF3) I will choose tools and materials which are appropriate for the activity.</p> <p>Challenge:</p> |
| <p>Music Recovery Curriculum ideas: Lots of communal singing of nursery rhymes in and around school, particularly the woods.</p> | | | |
| Group 1 | Group 2 | Group 3 | Group 4 |
| Music | Music | Music | Music |
| <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Bring sounds into routine. For example, if you want to have a go/choose, press the switch/shake the rattle.</p> <p>Objective: (PF2) <i>I will make my own sounds in response when talked to by familiar adults.</i></p> <p>Challenge: explore a variety of sounds /musical instruments.</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Encourage the children to take part in a variety of action songs linked to maths.</p> <p>-Use music to dictate routine. For example, good morning song, good afternoon song and goodbye song.</p> <p>Objective: (PF3) I will recognize a favorite song</p> <p>Challenge: Do the children enjoy/have a favorite Indian song as we look at Diwali?</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>Build in anticipation in stories, do the children respond to the intonations in voice in the build up to familiar events?</p> <p>Objective: (SF1) <i>I will listen to, distinguish and respond to intonations and sounds of voices.</i></p> <p>Challenge: link to PSHE and feelings, as we identify feelings in the colour monster, can the children identify feelings of others based on the intonation in their voice. Make this very</p> | <p><u>Week 1</u></p> <p>Steps to objective:</p> <p>-Model the actions, words and signs in action songs e.g. <i>heads shoulders knees and toes, If you're happy and you know it</i> etc.</p> <p>-Encourage imitation.</p> <p>Objective: (SF2) I will repeat copy and imitate actions, sounds or words in songs and musical performances.</p> <p>Challenge: Encourage the children to sign along to a variety of nursery</p> |

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| | | exaggerated to start off with. | rhymes linked to our topic. |
| <p><u>Week 2</u> Steps to objective:</p> <p>-Provide lots of sensory opportunities for engagement as we look at the story of Rama and Sita.</p> <p>-Encourage the use of the exploration of musical instruments by modelling them to the children before free play.</p> <p>Objective: (PF2) I will look intently at a person talking or making music, but stops responding if music or speaker turns away.</p> <p>Challenge: Encourage levels of engagement beyond when the main stimulus has directly finished.</p> | <p><u>Week 2</u> Steps to objective:</p> <p>-Allow the children to explore a variety of instruments in their play.</p> <p>-Model how to use the instruments.</p> <p>-Can the children remember the correct way o use the instruments over time?</p> <p>Objective: (PF3) I will try new things and remember my responses over time</p> <p>Challenge: Let the children try other things, Inian music, food spices? What are there responses to these?</p> | <p><u>Week 2</u> Steps to objective:</p> <p>-Model the key words and signs in a variety of nursery rhymes.</p> <p>Objective: (SF1) I will listen to familiar sounds, words, or finger plays</p> <p>Challenge: Encourage the children to apply their good listening and take part in singing and signing the words in these nursery rhymes.</p> | <p><u>Week 2</u> Steps to objective:</p> <p>-Model the sounds made when a variety of instruments are played.</p> <p>-Let the children explore these sounds by playing the instruments.</p> <p>When they have an ownership of the sounds that instruments make, start to play these instruments when out of sight of the children.</p> <p>Objective: (SF2)I will look for an instrument played out of my sight</p> <p>Challenge: Can the children identify adults voices when they are heard but the adult is out of sight?</p> |
| <p>PE Recovery Curriculum opportunities: Lots of team games, cause and effect and parachute games encouraging turn taking and sharing.</p> | | | |
| Group 1 | Group 2 | Group 3 | Group 4 |
| Physical Development | Physical Development | Physical Development | Physical Development |
| <p><u>Week 1</u> Steps to objective:</p> | <p><u>Week 1</u> Steps to objective:</p> | <p><u>Week 1</u> Steps to objective:</p> | <p><u>Week 1</u> Steps to objective:</p> |

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| <p>-Links to math's. Model actions in counting action songs, 10 green bottles, knock them off, 5 little monkeys, use parachute to get them jumping on the bed etc</p> <p>-Encourage copying in warm up such as 'Everybody do this' and 'Simon says.'</p> <p>-Encourage this as independently as possible</p> <p>Objective: (PF3) <i>I will participate in actions with reduced support with greater concentration (movements to an action song)</i></p> <p>Challenge: Could the children use equipment to extend their actions further, for example if looking at 5 green bottles, could they try to knock them down with a ball?</p> | <p>-Model target practice games. Continue with skittles but also bean bags in hoops, balls in hoops, larger balls in nets.</p> <p>-Children to practice action target practice games.</p> <p>Objective: (PF4) <i>I will remember actions over time and respond consistently to these actions (pushing a ball, throwing a bean bag)</i></p> <p>Challenge: Could this be more refined such as aiming for the jack in Boccia?</p> | <p>-Encourage free play PE with carousel of activities in and around the hall.</p> <p>-Model what to do at the activity stations, throwing bean bags and balls. Stretching on mats, exploring under parachutes etc.</p> <p>Objective: (SF1) I may be picking up equipment to explore</p> <p>Challenge: Could the children initiate their own game using the equipment, encourage this to be child led.</p> | <p>-Encourage free play PE with carousel of activities in and around the hall.</p> <p>-Model the names of the common equipment. Can children chose the correct equipment from a choice of 2?</p> <p>Objective: (SF2) I can recognise familiar equipment such as a mat, bench, ball, bat, hoop</p> <p>Challenge:Can the children identify the purpose of this equipment?</p> |
| <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Provide children with a number of cause and effect target practice games such as bowling, raboul or Boccia.</p> <p>-As they aim for the target, encourage them to keep going and adjust</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-model and encourage team games that involve passing.</p> <p>-Could we use a big balloons that the children can physically send and receive in basketball/rugby?</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Give the children a range of textured balls to play with, air hole, leather, plastic, wood etc.</p> <p>-Give opportunities to explore the different textures, such as target</p> | <p><u>Week 2</u></p> <p>Steps to objective:</p> <p>-Play games that involve stopping and going like musical statues.</p> <p>-Use ride on toys and traffic light to indicate stopping and going.</p> <p>Objective: (SF2) I can respond to a</p> |

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| <p>accordingly to succeed.</p> <p>Objective: (PF3) I will perform an action through trial and error</p> <p>Challenge: Can this be extended to fine motor skills exercises, such as sorting small objects by pinching them, this would be good practice for mark making.</p> | <p>Objective: (PF4) I will engage others in my activities such as kicking a ball to them (peers or adults)</p> <p>Challenge: Encourage the children to choose their friends in passing practice, use picture cards to give them ownership.</p> | <p>practice games.</p> <p>Objective: (SF1) I may explore different textures using my hands or my head</p> <p>Challenge: Can the children identify some of the vocabulary relating to the different textures?</p> | <p>simple command such as stop, go</p> <p>Challenge: Can the children respond to other physical commands such as 'change direction.'</p> |
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