

Our topic this term is:

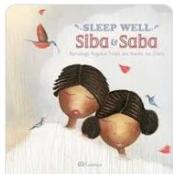
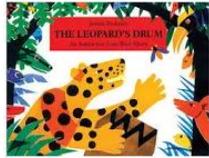
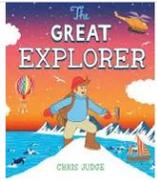
# Where in the world



# Spring Term - Where in the world

## Learning Organiser

### Key texts:



### Home learning opportunities:

- Sharing achievements
- Reading books, pointing out the environment
- Communication- PeCs, speaking in sentences, following instructions
- Point out shapes in the environment
- Count objects together. Add more objects and count again.
- Create simple patterns
- Point out animals and where they live
- Fine motor control activities
- Encourage independence in personal care; toileting, teeth brushing and hand washing.

### My Communication:

- Using PECs/ communication books to request, comment and communicate.
- Key words/signs/symbols
- Sensory Stories including sensory vocabulary
- Repetitive phrases
- Speaking in sentences.
- Using both receptive and expressive language
- Initiating interactions
- Topic vocabulary
- Language of feelings and emotions
- Making a positive and negative choice- likes and dislikes.
- Role Play. Small world play- polar regions and safari

### My Body:

- Sensory play
- Body awareness and Tac Pac
- Gross motor- Sensory circuits- stepping over, rolling over, ball skills, throwing, balance, co-ordination, running, bouncing, etc.
- PE- Movement and travelling- walking, crawling, pulling items
- PE- Gymnastics - balancing, rolling, animal body shapes
- Swimming
- Trampolining
- Table top games- Polybat, table cricket, etc.
- Fine motor activities- igloo building, cotton wool painting, dots and stripes painting, weaving, sensory activities, mark making, etc.
- Pre-writing experiences and letter formation

### Literacy:

- Spoken language and communication
- Listening and responding
- Engaging with a sensory story
- Exploring animal habitats and lifestyles through stories
- Identify and describe characters in a story
- Massage stories inc. Lost and found, sleep well Siba and Saba/
- Matching and sequencing story pictures- characters and plot
- Anticipating what will happen next in a familiar story
- Creating own sensory books
- Matching letter shapes, words, matching words/ symbols to pictures
- Phonics- Recognising and reading letters and sounds
- Reading/ writing/ spelling cvc words
- Colourful semantics to create a simple sentence, describe a scene
- Sensory mark-making. Pencil control/ letter formation
- Shared reading around the topic
- Sentence building to express preference and choice- I like / I don't like
- Comprehension activities

### Maths:

- Number songs, games and activities
- Number- rote counting, counting objects, reading and writing numbers, matching numerals to amounts,
- Addition and subtraction: adding 1 more and take 1 away. Contextual addition and subtraction. Counting small groups of objects together.
- Number- Patterns and sequences: Sequencing numbers. Number patterns. Shape, colour and object patterns. Finishing patterns. Repeating patterns.
- Geometry- shape and pattern. 2D and 3D shapes. Shape recognition. Shape matching and sorting. Shape properties.
- Vocabulary-number, add, subtract, take away, pattern, shapes and their properties. colours

### My Independence

- Attention skills- individual and joint
- Personal care - Focus on hair brushing and washing hands.
- Identiplay- polar animals, safari animals, vehicles and camping
- Experiencing a variety of weather and climates. What shall we wear?
- Eating together at a table- using cutlery.
- Cooking- Frozen yoghurt, tropical fruit punch. Basic skills- slicing, chopping, mixing, blending, etc.
- Preparing own snack- making sandwiches- spreading and slicing.
- Following instructions
- Building on independent transitions around school
- Building on independence in personal care
- Promoting independence in class activities
- Following instructions
- Promoting personal independence in class and around school.

### My Community

- Play skills- sensory play, individual play, group play
- Social skills-turn taking, sharing, helping, making friends
- Communication and interaction skills
- Emotional Literacy - noticing others' emotions
- Sharing achievements
- PSHE- Mental wellbeing and regulation strategies (how might it feel to be on an expedition/ safari how could we regulate if we feel tired, angry, scared etc)
- PSHE- Healthy Lifestyles: Healthy Eating, including safe and unsafe to touch / eat
- Cultural Development - School values 'Collaborate'
- RE - African religions
- Community celebrations- Chinese New Year, Valentine's Day, Pancake Day, Mother's Day, Easter, International Women's Day.

### Interventions:

TEACCH

Attention Autism

Identiplay

Intensive Interaction

Six Bricks

Lego Therapy

Swimming

Trampolining

### My Creativity:

- Art- Glacier landscapes- Janet Johnson
- Art-Ice art
- Art- Tracey Rose art.
- Art by elephants
- Art using animal patterns
- DT- Junk model safari
- DT- igloo building
- Music- Sounds of the arctic. African music
- Digital music composition
- Sensory music- animal sounds

### My Cognition:

- Working world- Arctic and Antarctic including weather, animals, light and dark. Inuit culture
- Working world- African culture: foods, religions, safaris, weather, animals
- Working world- weather and climate
- Working world- Famous explorers-Ernest Shackleton, Robert Falcon Scott, etc.
- DL- Digital music. Labelling pictures. Remote controlled cars. Following instructions. Purple Mash: 2Paint,