

My Communication	My Cognition	My Creativity
Communication and Comprehension Key Text: Our world: England. Coming to England. All aboard the London bus. Supporting texts: Monty Mouse of Cambridge Town. Cambridge Punting by Pip Barber • Listening and responding to a story • Engaging with a sensory story and relevant props • Identify and label objects and characters in a story • Shared attention on a story or related activity • Experiencing stories relating to the topic • Matching pictures relating to a story • Matching and sequencing story pictures • Anticipating what will happen next in a familiar story • Colourful semantics to describe objects in a scene specifically what and where • Mark making and matching activities relating to the story/poem • Shared reading around the topic Phonics ch, sh, th	• Environment- Exploring the landscape and features such as the rivers, etc. of local area and London. Compare changes that have happened over time. • Culture- exploring the culture, food, music, etc. of local area and of England. • Weather and seasons- Exploring weather throughout the seasons of the country and local area. • Famous local people- Discovering famous people from our locality such as Olivia Newton-John, Richard Attenborough, Stephen Hawking, etc. • Past and present- now and then comparisons of England and our local area throughout history. London history such as The Great Fire of London, et. • Digital Literacy: Creating Music / recording sound	Art- • Explore English artists such as Banksy, John Constable, David Hockney, etc. • Create own art in the style of English artists. • Explore pointillism and make dot art/ finger print art for International Dot Day. • Scissor skills- cutting out pictures, etc. for collages of local scenes • Art and craft activities related to local area and London- flags, buildings, rivers, vehicles, post boxes, etc. DT- • Make models of buildings, vehicles, features etc. of local area, Cambridge, London, etc.

My Body	My Community	My Independence
Gross Motor / PE N.B Where applicable, pupils with individual physical plans will be incorporated within these lessons - Cricket skills: throwing a soft ball to a partner, soft bat and ball skills, catching a balloon, bean bag, ball, etc. - Table cricket: bat and ball skills, rolling a ball, using a ramp, hand/ eye co-ordination, etc. - Sensory circuits: balance beam, wobble board, crawling through a tunnel, throwing items into vessels, etc. - Swimming Fine Motor - Sensory activities: sensory bags, boxes and tuff trays with themed objects eg: 'rivers', boats, larger loose parts exploration (to represent science) such as cogs, etc. - Activities: Laying a table, using a knife and fork, scissor skills, pegging clothing on a line, dressing toys, doing up and undoing fastenings, tweezers to place pom pom 'people' onto a London bus, posting 'letters' into a red post box, making playdough landmark features, lacing local area pictures, etc. - Construction: Lego, sticklebricks, Duplo etc. to build vehicles, features of local area such as buildings, bridges, etc.	PSHE Forming and maintaining respectful relationships - Feelings activities: recognising feelings in self and others through songs, sensory activities, Zone of Regulation, photos, clips, role play, etc. - Communication and interaction: developing initial greetings, communication and interaction skills via individual communication preferences - Sharing and turn-taking skills: developing co-operative and collaborative play skills through sensory activities, physical activities, favoured activities, etc. - Kind and unkind behaviour: recognising how to be kind through photos, clips, role play, sorting photos, practical activities, etc. - Repairing relationships: Look at stories and clips, such as I am sorry, to develop the skills to maintain relationships appropriately. Cultural Development Make Your Mark (including International Dot Day) Key date to be recognised: National Poetry Day	Community - Social skills-toleration, sharing, turn-taking, helping, etc. - Communication and interaction skills independently and with support - Taking part in paired / small group activities - Take part in activities or play with toys enjoyed by others and indicate a preference - Getting about in the local area- experience ways of exploring the local area and visiting local shops and cafes, such as walking, using a public bus, etc. - Community experiences: Exploring the local area, Cambridge Museums, Cambridge parks, Cambridge city, etc.

• Mark-making experiences: paint, foam, oobleck, sand, soil, etc. • Pre-writing experiences, pencil control and letter formation		
--	--	--