Curriculum Overview for Badgers Class

ant events in				
Communication and Lanauage			with songs and familiar rhymes, using some Makaton (Singing Hand	erą́cy ^{Can c}
 Communication and Language Develop early interaction skills by participating in Intensive Interaction. 			nd looks at books when an adult is reading to them.	(X) a
✓ Develop listening and attention skills to respond to simple instructions: "Jenny, put on your coat" using objects or photos of reference if			at words and phrases from familiar stories using words, signs,	🗸 Can r
necessary to 3 information-carrying word (3ICW) instructions.			and story props.	🗸 Enjoy
🖌 Understands and uses some frequently used Makaton signs, together with single words if they can communicate verbally.			books with growing independence. oking at books independently, answering 'who, doing, what' question	
✓ Understands single words with the support of objects of reference, photos, Makaton or symbols if needed.			e characters in their books.	May 1
✓ Able to focus on an activity of their choice for longer periods, progressing to this with adult-led activities.			ch identical photos, pictures and symbols.	adult
✓ Listen to other people's talk with interest.			gnise their own name.	May I
✓ Develops listening and attentions skills – Attention Autism, Listening with Lucy - short whole class and group sessions.			es familiar words, signs and sumbols.	labels
✓ Develop pre-phonic skills - Level 1 phonic games and activities - short whole class and group sessions.		✓ Develops	their play, based around their farourite stories and their own familia	a Begin
✓ Progress if and when chn are ready to Level 2, 3 phonics.			es whilst using propland models, hey have made themselves.	🗸 Begin
✓ Begins to speak in short sentences.			ome print/logos/symbols e.g. name, basket labels and uses them to	writin
✓ Uses Makaton, symbols – (PECS), actions and/or language to share	experiences, feelings, thoughts and makes requests.	support t	heir independence.	letters
 Develops pretend play e.g. putting baby to sleep. 	\frown		Understandin	g the V
 Listens to and understands simple stories, developing their ability to re-tell familiar stories using prop. 		✓ Begins	to be curious about people and shows interest in photos	Explores
✓ Understands and begins to use prepositions.			hemselves and their family.	✓ Explores
✓ Understands simple questions about who, doing, what, where? (Colourful Semantics)		🗸 Recogn	ises and communicates special times for family or friends.	understa
Able to identify familiar objects and understand how we use them.			mmunicate about past events in their own lives an <u>d beg</u> in to	✓ Explores
Personal, S	Social and Emotional	do this	about the lives of family members if they are ready.	puddles,
			end play, imitates everyday actions and events from own	 ✓ Explores
	evelopment	Jamily	and cultural background.	 Explores
\checkmark Accepts comfort from a familiar adult and begins to calm the	mselves.	✓ Become	es more aware of differences between people e.g. hair colour,	✓ Shows co
 Establishes sense of self, including beginning to understand their feelings and emotions using symbols and talking mats to support. 			loar, some people use wheelchairs, some people use Makaton	
 Expresses preferences and makes decisions for e.g. when child initiating, snack-time. 		etc		actions.
✓ Able to manage transitions if necessary, using objects and photos of reference.		 ✓ Collects 	s and interacts with natural objects.	🗸 Able to ι
 Increasing independence, requests to carry out tasks independently. 		🗸 🖌 Plays p	purposefully with small-world models.	interactiv
				program
			🖌 🖌 Expressive Ai	ts and
 Plays alongside other children, beginning to play with others with support, some will develop early friendships. 		✓ Moves	whole body and dunces to music.	🗸 Develop
 Engages with social games and songs. 		丿 🗸 🛛 Anticipo	ates phrases and actions in sings and rhymes.	modelli
✓ Develops shared attention.		🗸 Explore	s their voices and making sounds.	✓ Explore:
Able to follow familiar routines, structures and boundaries throughout the day with the support of a visual time-table, Now and		🔪 🗸 Shows	an interest in the way musical instruments sound.	Experim
Next boards or photos or symbols on a lanyard.		🗸 Begins	to tap a steady beat.	and fee
🗸 Develops growing independence with their personal care, hygiene, eating and drinking and oral hygiene needs, supported		🗸 Underst	tands how to create different sounds by banging, shaking,	Experim
where necessary.		tapping	or blowing.	dark.
 Explores filling and emptying container and uses the language full and empty Mathemat 	 Completes inset puzzles, shape sorters and regular puzzles. 	🗸 🖌 Begins	to engage in imaginative role-play/small-world play with	 Explore
Mathemat	Compares sizes, weight, length, capacity etc and begins to order the	support	if necessary.	explora
✓ Matches identical objects.	Measures objects using non-standard forms of measurement e.g. cube		n with songs and rhymes using Makaton signs (Singing Hands)	
✓ Sorts objects to a given criteria engreenour, size, tidy up time.	reasones objects using non-standard joints of mediatement e.g. each			✓ Uses to
	\checkmark Notices patterns, organises and creates simple patterns ABAB and ta	lks Friends of	and moves confidently and afely both indoors And Out for a	Davida
 Takes part in daily number nursery rhymes with Numicon, numbers and prop Answers questions such as, 'How many are left?' 	about them, progressing to more complex patterns if ready.	includin	g using a tricycle of balance vike.	Develo
Answers questions such as, How many are lejt	✓ Develop understanding about time in their typical day, snack-time,		amps/jumps to mu <mark>sic following</mark> music and movement instructio	✓ Use larg
\checkmark Counts in everyday contexts, aiming for 1:1 correspondence with improving	unch-time, home-time and bedtime, using the visual timetable if		ky Kids CD.	
accuracy, developing their understanding of the 'cardinal principle'.	necessary.	-	build following a visual support moving to <i>doing this</i>	cup, pou ✓ Shows ii
\checkmark Can count up to 5/10 or more in order, developing understanding of place	Regins to earn some of the language related to money - pay, renni		dently with a range of appropriate resources.	5/10/05 1/
value and recognise most/all of their numbers putting them in the correct	cost, how much?		build models using recyclable materials with support.	dress the
order.			s water confidence when swimming, be able to enter and exit	✓ Uses har
	Compares amounts e.g. 'more', 'fewer' 'lots', 'same'		nd use their arms and legs to move independently.	Can pou
 Beginning to subitise small groups of objects up to 5, possibly 10. 	✓ Matches objects and shape outlines together.		s their fundamental movement skills.	 ✓ Develop: ✓ Develop:
\checkmark Uses construction materials to make their own simple structures and			s their spatial awareness skills.	✓ Develop: scissors
arrangements.	✓ Use shapes to make pictures and talk about them. Recognises 2D		s their listening and attention skills in P.E	scissors : <i>shape.</i>
✓ Can find the total of two groups of objects by counting all of them.	shapes, notices their differences and is beginning to describe them.		s their ball skills – rolling, throwing, catching and kicking with	
can find the total of two groups of objects by counting all of them.	 Makes models using 3D shapes and begins to name and describe the 	,		increase

- copy line patterns: horizontal, vertical, circular, wavy and zig-zag. opy a circle, plus sign, diagonal lines – left and right, a cross nd a triangle. ecord their responses using symbols for captions and labels. s drawing freely, makes marks in a range of media and begin able to say what they have drawn or written. ns to construct sentences orally and write over what the ibes or copy writes from a visual support. begin to blend phonic sounds together and form letters to record captions and short sentences. to develop their pencil grip towards the tripod grip. to form their own name using Velcro letters, progressing on t g their name if they are ready to. May begin to record some Vorld materials with different prope rials and extends their both indoor and outdoor mat and these experiences. nding and vocabulary and responds to different natural phenomena e.g. jumping in crunching through leaves, looking for minibeasts. and comments on plants and animals using a range of senses. with simple forces – float/sink, push/pull, magnetism. are and concern for living things and environmental care. omments or uses visual supports to explain the results of their use a range of simple ICT equipment including laptops, the ve whiteboard completing a range of programs, operate simpl nable toys, remote control toys and take photographs. Design skills when completing craft activities such as collage, junk *ing, painting* and ph nting. s different materials using all senses to investigate them.
- ents with shapes, colours and marks whilst expressing ideas s using a range of media including *ICT – Paint program*. Its with changing colours e.g. mixing, layering, light and
- and experiments with a range of materials through sensory
- s a range of construction materials.
- ols for a purpose safely with adult modelling.

pment

- e and small motor skills to do things independently e.g. puts coat, zips it up when adult starts it off, drinks from an open urs drinks from a jug.
- increasing desire to be independent e.g. wanting to feed and selves.
- de to twist, turn and manipulate an object.
- , sieve and dig with control.
- s control when using mark making tools.
- s scissor skills from open and closing looped or spring action to snip paper to being able to cut along a line or around a

tools, objects, construction materials safely and with increased control.