

**ARP Sea class Planning 2023 - 24 Pre- Formal Planning**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Topic</b>	<b>Autumn at School</b>	<b>Traditional Tales</b>	<b>Transport</b>	<b>On the Farm</b>	<b>Growing</b>	<b>Superheroes</b>	
<b>Cognition, Learning, communication and interaction (Literacy focus)</b>	<ul style="list-style-type: none"> <li>• Colourful semantics</li> <li>• Reading</li> <li>• TacPac</li> <li>• Intensive interaction</li> <li>• SCERTS</li> <li>• Communication boards</li> <li>• Registration</li> <li>• Social stories</li> <li>• SALT recommendations</li> <li>• Workstation</li> <li>• Going on a Bear Hunt</li> <li>• The Gruffalo</li> <li>• Traditional fairy tales</li> <li>• Mark making</li> <li>• Labelling</li> </ul>		<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Reading</li> <li>• TacPac</li> <li>• Intensive interaction</li> <li>• SCERTS</li> <li>• Communication boards</li> <li>• Registration</li> <li>• Social stories</li> <li>• SALT recommendations</li> <li>• Workstation</li> <li>• Mark making</li> <li>• Labelling</li> <li>• Sequencing</li> <li>• Communicating preference</li> <li>• Simple role play</li> <li>• 'Wheels on the bus'</li> </ul>		<ul style="list-style-type: none"> <li>• Colourful semantics</li> <li>• Reading</li> <li>• TacPac</li> <li>• Intensive interaction</li> <li>• SCERTS</li> <li>• Communication boards</li> <li>• Registration</li> <li>• Social stories</li> <li>• SALT recommendations</li> <li>• Workstation</li> <li>• Mark making</li> <li>• Labelling</li> <li>• Requesting</li> <li>• Responding</li> <li>• Sequencing</li> <li>• Instructions</li> </ul>		
<b>Cognition, Learning, communication and interaction (Numeracy focus)</b>	<ul style="list-style-type: none"> <li>• Using and applying</li> <li>• Matching numerals up to 10</li> <li>• 1-1 correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Naming 2D shapes</li> <li>• Recognising 2D shapes in the environment</li> <li>• Matching 2D shapes</li> <li>• Sorting 2D shapes by various properties</li> <li>• Exploring length</li> </ul>	<ul style="list-style-type: none"> <li>• Using and applying</li> <li>• Matching numerals up to 20</li> <li>• 1-1 correspondence</li> <li>• Adding and subtracting up to 10</li> <li>• Repeating patterns</li> <li>• Matching activities</li> <li>• Measuring using non-standard units</li> </ul>	<ul style="list-style-type: none"> <li>• Counting items up to 10 or 20</li> <li>• Ordering by size</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Time sequencing – now, next, before, after etc</li> </ul>	<ul style="list-style-type: none"> <li>• Using and applying</li> <li>• Matching numerals up to 20</li> <li>• 1-1 correspondence</li> <li>• Adding and subtracting up to 10</li> <li>• Repeating patterns</li> <li>• Big and small</li> <li>• Heavy and light</li> <li>• Pictorial representation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Using and applying</li> <li>• Colour matching</li> <li>• Counting forwards and backwards from 5 or 10</li> <li>• Sorting 2D shapes by various properties</li> <li>• Making characters from 2D shapes</li> </ul>	

Physical development	<ul style="list-style-type: none"> <li>1-2-1 ball games</li> <li>Swimming</li> <li>Sensory circuits</li> <li>Clever fingers</li> </ul>	<ul style="list-style-type: none"> <li>Movement skills – under, over, around, through</li> <li>Dance</li> <li>Sensory Circuit</li> <li>Swimming</li> <li>Clever fingers</li> </ul>	<ul style="list-style-type: none"> <li>Balance and coordination – riding bikes/ trikes etc</li> <li>Sensory Circuits</li> <li>Swimming</li> <li>Transport themed puzzles</li> <li>Clever fingers</li> <li>Paper folding planes/boats</li> </ul>	<ul style="list-style-type: none"> <li>Balance and coordination – climbing and balancing on equipment</li> <li>Movement in different ways</li> <li>Sensory circuit</li> <li>Swimming</li> <li>Clever fingers</li> </ul>	<ul style="list-style-type: none"> <li>Movement skills</li> <li>Throwing and catching</li> <li>Sensory Circuits</li> <li>Team games</li> <li>Swimming</li> <li>Puzzles</li> <li>Clever fingers</li> </ul>	<ul style="list-style-type: none"> <li>Athletic skills</li> <li>Superhero actions and poses e.g. crouch, crawl, sprint, hide.</li> <li>Sensory Circuits</li> <li>Team games</li> <li>Parachute games</li> <li>Swimming</li> <li>Clever fingers</li> </ul>
<b>My Creativity</b> Music/Art/DT/Drama	<ul style="list-style-type: none"> <li>Water play</li> <li>Sand play</li> <li>Building blocks</li> <li>Disco dough</li> <li>Rhymes and actions</li> <li>Space music</li> <li>Naming percussion instruments</li> <li>Collaging</li> <li>Paper plate faces</li> <li>Junk modelling</li> <li>Printing</li> </ul>	<ul style="list-style-type: none"> <li>Water play</li> <li>Sand play</li> <li>Building blocks</li> <li>Disco dough</li> <li>Rhymes and actions to music</li> <li>Role play / small world characters</li> <li>Printing</li> <li>Junk modelling</li> <li>Messy play</li> </ul>	<ul style="list-style-type: none"> <li>Water play</li> <li>Sand play</li> <li>Building blocks</li> <li>Disco dough</li> <li>Rhymes and actions to music</li> <li>Role play / small world characters</li> <li>Printing</li> <li>Junk modelling</li> <li>Messy play</li> </ul>	<ul style="list-style-type: none"> <li>Water play</li> <li>Sand play</li> <li>Building blocks</li> <li>Disco dough</li> <li>Rhymes and actions to music</li> <li>Expressing ourselves through music</li> <li>Role play/ small world characters</li> <li>Messy play</li> <li>Group collage</li> <li>Superhero mask</li> <li>Printing</li> </ul>		
PSHE/RE/British Values	<ul style="list-style-type: none"> <li>Self awareness</li> <li>Zones of Regulation</li> <li>Harvest Festival</li> <li>Diwali</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Self awareness</li> <li>Zones of Regulation</li> <li>Tolerance towards each other</li> <li>Exploring different ways we travel to school</li> <li>Turn taking</li> <li>Caring for baby animals</li> <li>Chinese New Year</li> <li>Pancake day/Ash Wednesday</li> <li>Ramadan</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Self awareness</li> <li>Zones of Regulation</li> <li>What makes them special</li> <li>Being co-operative with others – sharing games and joint attention</li> <li>Recognise different types of helpful and unhelpful behaviour</li> <li>Real superheroes- people who help us in the local community - naming and meeting community workers e.g. post worker, fire fighter, medic, police.</li> </ul>			
<b>My Independence</b> Self-help/Life Skills/Cooking/Interventions	<ul style="list-style-type: none"> <li>Washing hands</li> <li>Bags and coat</li> </ul> <b>Food Therapy</b> <ul style="list-style-type: none"> <li>Edible playdough</li> <li>Biscuits</li> </ul>	<ul style="list-style-type: none"> <li>Toileting</li> <li>Snack time</li> <li>Dressing for PE</li> <li>People who help us</li> </ul>	<ul style="list-style-type: none"> <li>Toileting</li> <li>Snack time</li> <li>Dressing for PE</li> <li>Road safety</li> </ul> <b>Food Therapy</b>	<ul style="list-style-type: none"> <li>Toileting</li> <li>Snack time</li> <li>Dressing for PE</li> <li>Appropriate clothing for</li> </ul>	<ul style="list-style-type: none"> <li>Toileting</li> <li>Snack time</li> <li>Dressing for PE</li> <li>Sharing toys</li> <li>Joint attention activities</li> </ul>	<ul style="list-style-type: none"> <li>Toileting</li> <li>Snack time</li> <li>Dressing for PE</li> <li>Being helpful</li> </ul>

	<ul style="list-style-type: none"> <li>Fairy cakes</li> <li>Jelly</li> </ul>	<b>Food Therapy</b> <ul style="list-style-type: none"> <li>Pumpkin carving</li> <li>Marshmallow houses</li> <li>Making porridge</li> <li>Gingerbread men</li> <li>Shortbread</li> </ul>	<ul style="list-style-type: none"> <li>Traffic light cookies with smarties</li> <li>Edible traffic cones</li> <li>Pizza tortilla boats</li> <li>Vegetable vehicles</li> <li>Traffic light smoothie</li> <li>Pancakes</li> </ul>	different activities <ul style="list-style-type: none"> <li>Safe hygiene surrounding animals</li> </ul> <b>Food Therapy</b> <ul style="list-style-type: none"> <li>Animal shaped biscuits</li> <li>Weetabix snack</li> <li>Milkshakes</li> <li>Farm animal cupcakes</li> </ul>	<b>Food Therapy</b> <ul style="list-style-type: none"> <li>Expand sensory tolerance for tastes, textures, smells by trying new unprocessed foods which have been grown i.e nuts, fruits and veg</li> <li>Preparing healthy snacks e.g. mixing dried fruits for trail mix</li> </ul>	<ul style="list-style-type: none"> <li>Being responsible</li> </ul> <b>Food Therapy</b> <ul style="list-style-type: none"> <li>Superhero snacks - trying new healthy foods e.g. fresh fruit and veg, nuts, cereals and cereal bars.</li> <li>Superhero cupcakes adding superhero logo toppers.</li> </ul>
<b>My World Around Me – Science and Humanities (Geography/History)</b>	<ul style="list-style-type: none"> <li>Seasonal Changes</li> <li>Light and dark</li> </ul>	<ul style="list-style-type: none"> <li>Light and dark</li> <li>Exploring materials</li> <li>Sorting materials</li> <li>Taking a journey</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with ramps and toy cars - down/up, faster/slower, far/not far</li> <li>Sounds made by vehicles</li> <li>Floating and sinking</li> <li>Jobs in transport, e.g. pilot, captain, driver, courier, videos of driving/flying/steering, uniforms of captains, pilots and drivers</li> </ul>	<ul style="list-style-type: none"> <li>Labelling animal body parts</li> <li>Matching baby animal with parent animal</li> <li>Foods that come from farms/animals</li> <li>Healthy diet</li> <li>Compare landscape of farm to city use ‘same’ ‘different’ vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Observing plants growing over time e.g. wheatgrass heads, sunflowers grown in the class.</li> <li>Watching videos of babies, children and plants growing.</li> <li>Looking at photos of people at different times in their life - can we sequence them?</li> </ul>	<ul style="list-style-type: none"> <li>Cause and effect</li> <li>Forces - pushing and pulling</li> <li>Changing state – melting and freezing</li> </ul>