

COGNITION

Maths, Understanding The World

Maths – Take part in finger rhymes with numbers, develop counting like behaviour. making sounds, touching objects when exploring number

UTW – explore materials with different properties, explore natural materials inside and outside

Number rhymes, props and songs, showing anticipation and engagement, responses to materials.

COMMUNICATION

Communication and Language, Literacy, Expressive Arts and Design

C&L watches someone's face as they talk, gazes at faces, copying facial expressions and movements.

Literacy explores songs and rhymes, explores books with an adult

EAD move and dance to movement, anticipate phrases and actions in rhymes and songs, explore a range of sound makers and instruments

Il, songs, rhymes, positioning, reading books, dance, physibods, instruments, AA

Prime areas

Specific areas

Informed by -
Development
Matters Birth – 3
Years

SELF CARE AND INDEPENDENCE

PSED

PSED – Establish their sense of self, Express preferences and decisions, try new things and start establishing their autonomy

Engage with others through gestures, gaze and talk

Thrive as they develop self-assurance

Mirror work, MSR, less familiar staff, routines and activities, showing perseverance and realisation, self care, hand washing, face wiping, giving consent, hair brushing

PHYSICAL

Physical Development

Physical Development

Reach out for objects as co-ordination develops

Sit with(out) support

Begin to move about the floor (begin to crawl)

Pass things from one hand to the other, hand items to another person or drop them

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Physiotherapy programmes, MOVE programme, positioning, postural management.

Enrichment

Birthdays, Halloween, Bonfire Night, Remembrance Sunday, Diwali, Christmas

Community Participation

Theme Title

Shimmer with Glitter

Fox Cubs Autumn 2



Texts:

Fiction:

What Wonderful World(Sensory story)
Dear Santa (Sensory Story)

Non Fiction: Christmas around the world

Poetry: Christmas songs and rhymes

MOVE:

Baseline Assessment – what skills do the children already have?/Set goals / task analysis (MOVE team to lead assessments and create plans)

Daily physiotherapy programmes, postural management plans, positioning