

Curriculum and Knowledge Map - Term 1

EYFS

Communication and Language

To increase listening and attention skills through Attention Autism group sessions. To engage in intensive interaction and increase understanding of meaningful communications. To develop an awareness of my name through call and response sessions. To make intentional requests using chosen communication method. To increase understanding of verbal language, PECs and signs. To engage in simple role-play scenarios (e.g. doctors).

Physical Development (PD)

To develop gross motor skills by exercising and moving in different ways and by engaging in simple games (e.g. catch). To develop fine motor skills by using different fastenings and moulding pliable material. To pick up small objects using a pinch grip to increase control when using writing tools and making marks. To begin to respond and engage with basic hygiene routines (e.g. washing hands and wiping own face).

Personal, Social and Emotional Development (PSED)

To increase awareness of myself, my family and friends through pictures and stories. To develop an understanding of other's feelings and begin to express my own. To make family trees and class charters to consolidate knowledge of friends and family. To celebrate class birthdays and share favourite toys with my friends. To begin to join in simple team games.

Literacy (L)

To engage and respond to stories and pictures about myself, my body, my senses, my family and friends. To join in songs and naming games about my body. To begin to express preferences through vocalisations and gestures. To explore environmental sounds and sensory letters during phonics. To make marks using sensory materials and begin to trace lines and shapes.

All About Me



Mathematics (M)

To develop basic counting skills by ordering and forming numbers. To express preferences for counting songs and develop basic grouping and sorting skills. To explore body shapes and increase awareness of basic measuring skills through play and exploration. To engage in role-play with money (e.g. shopping).

Understanding the World (UW)

To find named body parts and use mirrors to explore faces and expressions. To increase awareness of self through circle time activities and also pictures. To explore shadows and x-rays to increase understanding of my body. To use my senses to explore a variety of objects, pictures, tastes, smells and sounds. To develop an awareness of other families and cultures. To explore and share favourite toys and activities.

Expressive Arts and Design (EAD)

To use different body parts to make marks using a variety of materials, tools and equipment. To begin to construct simple models (e.g. self-portraits) using junk. To explore sensory colour mixing opportunities. To work alongside others to create large artwork (e.g. murals). To increase creativity and imagination by engaging in relevant role-play experiences. To increase awareness of sound by copying and identifying body percussion sounds.

Enrichment

Social interaction (trust/communication)
Team building
Risk awareness
Motor skills (fine and gross)
Physical Skills (balance/coordination)