

## Maths

- Exploring colours and mixing.
- Counting, ordering, adding and subtracting, party/ festival items.
- Looking at capacity (full and empty) using colours.
- Colour matching, sorting and copy simple patterns related to festivals and colour.
- Exchanging and requesting objects/colours and numbers using festival and party items.

## Literacy

- Sequences events related to a story.
- Use varying tools to mark make on differing surfaces creating letter like shapes, using colour.
- Recognise repetitive and repeat phases within a story.
- Pupils to explore and give attention to books and stories which focus on parties and celebrations.
- Explore letters and words, matching to items of interest e.g. balloons, spinners, bubbles- festival related items.
- Mardi Gras-Colour, Glastonbury-sound & Light, Day of the Dead-Skeleton/body, Bonfire night, Christmas

## Communication

- Pupils will use their preferred methods of communication within sessions to comment and request, choice boards and pics exchange .
- Pupils to ask for help if necessary through varying means such as switch, symbols and verbally.
- Pupils to have the opportunity to make choices within the day using either photos/symbols/words or verbalising.

## Thinking skills/ Problem solving

- Recognise where own belongings go in new classroom setting.
- Begin to recognise new classroom routine and join in.
- Begin to solve problems for self before asking for help using trial and error.
- Negotiate and turn take with new peers with new activities.
- Sequencing craft making
- Cooking party and festival related foods

## Topic plan for Term 1 and 2

### Carnivals and festivals



## Physical development

### Games:

- Moving in different ways
- Gross motor climbing skills.
- Respond to musical cues.
- Following symbolised instructions
- Explore striking, hitting and catching.
- Playing party games
- Dancing to different music

## Personal Development

- Begin to prepare self for work times.
- Take responsibility for own belongings.
- Working as independently as possible at work stations.
- Participate and contribute to group sessions, sat alongside peers.
- Use individual schedule/timetable throughout the day.
- Express own views (likes/dislikes).
- Develop skills within eating and drinking
- Use areas of the classroom to self- regulate

## Understanding Our World.

- Explore changing materials and observe results using colour and reactions.
- Exploring sounds, listening and making linked to festivals.
- Give attention to various festivals and participate in related activities.
- Make predictions about certain experiments.
- Comment on changes observed.
- Explore the body and skeletons

## Creative development

### Art-

- Explore differing joining materials to make instruments.
- Explore colour mixing.
- Making choices of preferred materials
- Exploring different ways to express colour e.g. paint, collage

### DT-

- Create own cookery following demonstrations or symbolised instructions.
- Taste foods and express likes and dislikes.
- Create festival/party foods