

Ducklings—Over the Land and into the Sea Level 1 (Birth to Three) and Level 2

Overview of Over the Land and into the Sea:

Our theme for this half term is Over the Land and into the Sea. We will be exploring through lots of hands on practical learning opportunities and through our play. We will immerse the children with enriching learning opportunities and build an understanding of tolerance and respect towards others. Children will develop their communication skills orally and through Augmentative and Assistive Communication Opportunities. See below for curriculum content this term:

> Father's Day 15th June

> Armed Forces Day 28th June

> World Chocolate Day 7th July

> World Emoji Day 17th July

> Phonics— Phase 2 Phonics Little Wandles, including Rhyme Time and Sound of the Week!

> Core Word Programme— AAC Speech and Language Programme; inclusive of the 200 words known to be used in everyday language. Core words will be taught using modelling, ACC systems and enables gestalt language processors and AAC users to learn the meaning of core words and how to use them to communicate.

> English— Children will be telling stories through the use of sensory story, makaton, visuals, objects of reference and role play. Children will be able to recall parts of a story and communicate key nouns and verbs from the story. Children will be able to answer who, what and where questions through spoken language or ACC communication supports. Children will also be able to sequence key events from texts they have been learning about.

> Mathematics focus— children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will identify when two sets are equal or unequal. They will begin to connect quantities to numerals. Children will extend their learning up to the number 10, focusing on the subitising, counting and ordering of numbers to 10. Children will be provided with everyday opportunities to consolidate and embed their learning through their enhanced provision.

> Caring for Others— In this unit, children will explore those who are special to them. They will develop an understanding of how to care for themselves, their family and friends. They will explore how to be helpful in the classroom and at home thinking about kind actions for others. Children will also learn how to say stop and no to support them in their ability to safeguard themselves.

> SEMH Programme—Children will explore three key emotions; happy, sad and angry. Within the explicit teaching, children will identify what their face looks like, what their body does and how it makes them feel inside. Children will be supported with strategies to manage their emotions and embed these within the classroom.

> Animals — Children will build upon their knowledge of the natural world around them, making observations and engaging with animals from around the world. They will identify nouns and verbs relating to animals and the distinct similarities and difference between them. They will explore a range of animal habitats and explore what they eat and how they survive.

> Fitness —Children will learn how to play games with others, share and be kind to each other, run into space avoiding obstacles. They will take turns in playing different roles in team games and using different equipment, playing games in pairs and in groups.

> Textures - Children will awaken their senses. They will explore a range of different textures through touch, sight, taste, smell and sound. They will use simple adjectives to describe the sense. Children will explore textures within natural alongside mark making, Children will explore a range of animal patterns, animal art using a range of materials, including the use of collage and paint. Children will also explore texture through the use of malleable materials and the use of different tools.

Our children in Resource Base require a tailored, bespoke offer of learning, which is integrated in supporting their development within the EYFS curriculum. Additionally, children will have daily sessions of Attention Autism to support their concentration and focus, communication and interaction and emotional regulation.

Reading Focus: Retrieval

Texts:

The Three Little Pigs

Rainbow Fish

Under the Sea (Non-Fiction)

Our texts, last over a period of 3 weeks. This is to enable us to learn, recall and recite exciting stories and facts that we have learnt. We also require extended time periods based on these stories to enable us to engage and deepen our learning about a text.

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| > Attention Autism—Phonics, English, Maths | > Sensory Diets | > Core Word Programme |
| > Sensory Story and/or Story Massage | > Dough Disco | > Daily 1:1 Reading |
| > Sensory Circuit | > Life Skills | |
| > Pre-Phonics Sessions | > Intensive Interactions | |

Alongside these bespoke provisions, our environments enable our learners to succeed with a total communication approach, consisting of objects of reference, Makaton, core boards, visuals, visual timetable, now and next boards, non-verbal communication approaches including gestures, facial expressions, sign language, and communication boards, including assistive technology. We also use positive touch communication approaches to enable access to learning including story massage. This enables our children to communicate and build upon their language development.

Play Schemas

To further enhance the provision and further support our children's' learning and development, we enhance our curriculum by enabling our children to engage in schematic play. This is where a child engages in repeated actions and behaviours as they explore the world around them, for example, exploring cause and effect. It is a crucial stage of development and is involved in child-initiated learning and play. Schematic play can occur differently within every child's learning and some children may explore different play schemes at the same time. Children make cognitive connections and develop their understanding of the world and this supports the foundations for learning and development to more complex functions. Through out our continuous provision and enhanced learning opportunities, we encourage all of our children to explore their schema of choice, but also ensure there are planned opportunities to cover the play schemas over the term.

Transporting: This is one of the most common schema in young children. It involves moving an object from one area to another repeatedly by using their hands or other methods to transport them.

Trajectory: This schema is the learning of how things move. This schema is not just for objects or toys, but the child themselves. They explore how their body moves, climb or jump off things. Sometimes this can be mistaken for challenging behaviours, however this is a child investigating how objects move and what happens to them when they do.

Positioning: This schema focuses on concepts including classification, categorising, ordering, alignment and sequencing. This can help the development of mathematical concepts at a later stage, including shape, space and measure. Children who are developing in this schema, they enjoying lining things up and placing them in specific ways.

Rotational: This schema focuses on the movement around a fixed point and is often physical and full of energy! It is the exploration of how objects and their own bodies move in different, rotating ways.

Enclosing: This schema focuses on creating barriers around objects and themselves. Children will explore in both small and large-scale activities from climbing inside cardboard boxes to drawing lines around something. Children learn about organisation, ordering and containing.

Connecting: This schema is about exploring how things connect and disconnect, indicating a child's curiosity in how things work when fitted or connected to something else. This is accessible through junk modelling, arts and craft and open-ended play such as Lego Duplo, Knex, Stickle Bricks.

Enveloping: This schema is the covering and wrapping of objects and themselves. It supports children in developing an understanding of awareness of their body and sense of self.

Transforming: This schema builds understanding of how materials and objects can change, such as mixing, mashing or taking apart. This schema can be sometimes confused with challenging behaviour, however children are exploring how objects change.

Orientation: This schema is how the children observe the world around them from different angles and positions, manipulating objects upside down including their own bodies. This supports children to learn about perspective and orientation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Attention Maths Number	Group 1: Cardinal value to 10 Group 2: Cardinal value to 20	Group 1: one more one less, within 10 Group 2: one more one less within 20	Group 1: numbers are made from 1's and composition of 3 and 4 Group 2: equal and	Group 1: subitise objects and sounds Group 2: Staircase pattern and ordering numbers	Group 1: comparison of sets—'just by looking'. Group 2: ordering numbers up to 8.	Group 1: Counting skills and the five-ness of 5. Group 2: Focus on 7	Group 1: Matching Group 2: doubles	Group 1: Exploring whole and part Group 2: review and assessment
Phonics	Rhyme Time: Humpty Dumpty Foundation Phonics: Phase 2 Recap: c Phase 2: c and blends	Rhyme Time: 1, 2, 3, 4, 5 Once I Caught a Fish Alive Phase 2: k Phase 2: k and blends s-c	Rhyme Time—= Mary, Mary Quite Contrary Phase 2: ck Phase 2: ck and blends s-k	Rhyme Time— Round and Round the Garden Phase 2 Recap: n Phase 2: e and blends s-ck	Rhyme Time— A Sailor Went to Sea Phase 2 Recap: Phase 2: u	Rhyme Time— Row, Row, Row Your Boat Phase 2 Recap: Phase 2: r	Rhyme Time— Pat-a-Cale Phase 2 Recap: Phase 2 recap	Phonics Assessment
Physical Development	Throwing balls	Speed and Agility	Speed and Agility	Balance and Coordination	Balance and Coordination	Fitness and Strength	Balance and Strength	Circuit Relays
Sensory Story/ Story Massage	The Three Little Pigs	The Three Little Pigs	The Three Little Pigs	Rainbow Fish	Rainbow Fish	Rainbow Fish	Under the Sea (non-fiction)	Under the Sea (non-fiction)
SEMH Emotions	Happy What does it look like on my face?	Happy What does it feel like in my body?	Happy What does my body do when I am happy?	Sad What does it look like on my face?	Sad What does it feel like in my body?	Sad What does my body do when I am sad?	Angry What does it look like on my face?	Angry What does it feel like in my body?
UtW Animals Caring for Others (PSED)	Pets Looking after my special people	Farm Animals Looking after myself	Jungle Animals Looking after my friends	Woodland Animals Being helpful in the classroom	Polar Animals Being helpful at home	Minibeasts Saying Stop Saying No	Marine Life Healthy Eating	Safari Animals Brushing my teeth
EAD Textures	Awakening the Senses Touch, smell, sight, taste and sounds	Natural Material Textures and mark making	Animal Patterns	Natural Material Animal Art	Malleable material textures Dough, clay and use of tools	Collage	Paint	Animal Patterns
Play Schemas	Trajectory	Rotational	Positioning	Transformation	Transporting	Enclosing	Enveloping	Connecting

Literacy Objectives:

- > Enjoy songs and rhymes, tuning in and paying attention.
- > Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- > Say some of the words in songs and rhymes.
- > Copy finger movements and other gestures.
- > Enjoy sharing books with an adult.
- > Pay attention and respond to the pictures or words.
- > Develop play around favourite stories using props.
- > Enjoy drawing freely.
- > Sing songs and say rhymes independently, for example singing whilst playing.
- > Have favourite books and seek them out, to share with an adult, with another child or to look at alone.
- > Repeat words and phrases from familiar stories.
- > Ask questions about the book. Make comments and share their own ideas.
- > Notice some print, such as the first letter of their name, a bus or door number, or familiar logo.
- > Add some marks to their drawings, which they give meaning to. For example: 'That says mummy.'
- > Make marks on their picture to stand for their name.

Ducklings—Our World

Level 1 (Birth to Three)

Maths Objectives (Number and Matching and Sorting):

- > Combine objects like stacking blocks and cups.
- > Put objects inside others and take them out again.
- > Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- > Take part in finger rhymes with numbers.
- > Count in everyday contexts, sometimes skipping numbers.
- > Climb and squeeze themselves into different types of spaces.
- > Build with a range of resources.
- > Complete inset puzzles.
- > Notice patterns and arrange things in patterns.
- > React to changes of amount in a group of up to three items.
- > Compare amounts, say 'lots', 'more', or 'same'.
- > Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', 'high/low', 'tall/short', 'heavy/light'.

Communication and Language Objectives:

- > Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- > Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- > Enjoy singing, music and toys that make sound.
- > Listen and respond to a simple instruction.
- > Constantly babble and use single words during play.
- > Understand simple instructions like 'give to nanny' or 'stop'.
- > Start to say how they are feeling, using words as well as actions.
- > Use speech sounds p, b, m, w.
- > Recognise and are calmed by a familiar and friendly voice.
- > Copy gestures and words.
- > Use gestures like waving and pointing to communicate.
- > Watch someone's face as they talk.
- > Recognise and point to objects if asked about them.
- > Focus on an activity of their own choice and find it difficult to be directed by an adult.
- > Make themselves understood, and can become frustrated when they cannot.
- > Listen to simple stories and understand what is happening with the help of the pictures.

PE Objectives:

- > Roll over from front to back and then back to front.
- > Enjoy moving when inside and out.
- > Reach out for objects as co-ordination develops.
- > Pass things from one hand to the other. Let go of things and hands them to another person or drops them.
- > Enjoy starting to kick, throw and catch balls.

PSED Objectives:

- > Begin to show effortful control, waiting a turn and resisting the strong impulse to grab what they want or push their way to the front.
- > Develop friendships with other children.
- > Engage with others and engage to achieve a goal, e.g. gesture to cup as they want a drink.
- > Safely explore emotions beyond their normal range through play and stories.
- > Express preferences and decisions.

**Ducklings—Our World
Level 1 (Birth to Three)**

Understanding the World Objectives:

- > Repeat actions that have an effect.
- > Explore materials with different properties.
- > Explore natural materials indoors and outdoors.
- > Make connections between the features of their family and other families.
- > Notice the differences between people.
- > Explore how things work.
- > Explore collections of materials (sim/diff)

Expressive Arts and Design Objectives:

- > Anticipate phrases and actions in rhymes and songs like 'Peepo'.
- > Explore their voices and enjoy making sounds.
- > Make rhythmical and repetitive sounds.
- > Explore a range of soundmakers and instruments and play them in different ways.
- > Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- > Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- > Use their imagination as they consider what they can do with different materials.
- > Show attention to sounds and music.
- > Respond emotionally and physically to music when it changes.
- > Move and dance to music.
- > Join in with songs and rhymes, making some sounds.
- > Start to make marks intentionally.
- > Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- > Enjoy and take part in action songs, such as 'Twinkle, twinkle Little Star'.
- > Start to develop pretend play, pretending that one object represents another.
- > Explore different materials using all their senses to investigate them. Manipulate and play with different materials.

PSED Objectives:

- > Select and use activities and resources with help to achieve a goal or one which is suggested to them.
- > Develop sense of responsibility and membership of a community.
- > Play with one or more children, extending and elaborating ideas.
- > Find solutions to conflicts and rivalries.
- > Increasingly follow rules, understanding importance.
- > Develop appropriate ways to be assertive.
- > Talk with others to solve conflicts.
- > Talk about their feelings using words like 'happy'.
- > Be increasingly independent in meeting their own care needs.
- > Make healthy choices about food, drink, activity and tooth-brushing.
- > Become more outgoing with unfamiliar people, in the safe context of their setting.
- > Show more confidence in new social situations.
- > Remember rules without needing an adult to remind them.
- > Understand gradually how others might be feeling.

Ducklings—Our World

Level 2 (Three to Four)

Communication and Language Objectives:

- > Enjoy listening to longer stories and can remember much of what happens.
- > Pay attention to more than one thing at a time, which can be difficult.
- > Use a wider range of vocabulary.
- > Understand a question or instruction that has two parts.
- > Understand 'why' questions.
- > Sing a large repertoire of songs and know many rhymes.
- > Develop their communication, but may have irregular tenses and plurals.
- > Develop pronunciation but may have problems saying some sounds.
- > Use longer sentences of 4-6 words.
- > Know many rhymes, be able to talk about familiar books and be able to tell a long story.
- > Develop their pronunciation but may have problems saying multisyllabic words such 'hippopotamus'.
- > Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
- > Start a conversation with an adult or a friend and continue it for many turns.
- > Use talk to organise themselves and their play; 'Let's go on a bus... you sit there...I'll be the driver.'

Expressive Arts and Design Objectives:

- > Take part in pretend play, using an object to represent something else.
- > Begin to develop complex stories using small world equipment.
- > Explore different materials freely to develop ideas about how to use them and what to make.
- > Develop their own ideas and decide which materials to use.
- > Join different materials together.
- > Create closed shapes with continuous lines and with detail e.g. a circle representing a face.
- > Explore colour and mixing.
- > Listen with increased attention to sounds.
- > Remember and sing entire songs.
- > Play instruments with increasing control to express feelings and ideas.
- > Take part in pretend play, using an object to represent something else.
- > Begin to develop complex stories using small world equipment.
- > Explore different materials freely to develop ideas about how to use them and what to make.
- > Develop their own ideas and decide which materials to use.
- > Join different materials together.
- > Create closed shapes with continuous lines and with detail e.g. a circle representing a face.
- > Explore colour and mixing.
- > Listen with increased attention to sounds.

Maths Objectives (Number and Shape):

- > Develop fast recognition up to 3 objects.
- > recite number past 5.
- > Say one number for each item in order.
- > Know the cardinal principle, end of counting is total.
- > Show finger numbers to 5.
- > Solve real world maths problems with numbers up to 5.
- > Compare quantities using language 'more than', 'fewer than'.
- > Talk about and identify the patterns around them.
- > Extend and create ABAB patterns.
- > Notice and correct an error in a repeating pattern.
- > Link numerals and amounts: for example showing the right amount of objects to match the numeral.
- > Experiment with their own symbols and marks as well as numerals.
- > Talk about and explore 2D and 3D shapes.
- > Understand position through words.
- > Describe a familiar route.
- > Discuss routes and locations using words like 'in front of' and 'behind'.
- > Make comparisons between objects relating to size, length, weight and capacity.
- > Select shapes appropriately e.g. triangular prism for a roof.
- > Combine shapes to make new ones—an arch, a bigger triangle.
- > Begin to describe a sequence of events, real or fictional using time words.

Ducklings—Our World

Level 2 (Three to Four)

Literacy Objectives:

- > Understand the five key concepts about print; it has meaning, different purposes, read from IL to R and Top to Bottom, the names of different parts of a book and page sequencing.
- > develop phonological awareness to spot and suggest rhymes, count and clap syllables, recognise words with the initial letter.
- > Engage in extended conversations about stories learning new vocabulary.
- > Use some of their print and letter knowledge in early writing.
- > Write some or all of their name.
- > Write some letters accurately.
- > Engage in extended conversations about stories, learning new vocabulary.
- > Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Understanding the World Objectives:

- >> Use all senses in hands-on experiences of natural materials.
- > Explore collections of materials with similarities and differences.
- > Talk about what they see, using a wide vocabulary.
- > Begin to make sense of their own life story and family's history.
- > Explore how things work.
- > Show interest in different occupations.
- > Begin to understand the need to respect and care for the natural environment and all living things.
- > Explore and talk about different forces they can feel.
- > Talk about the differences between materials and changes they notice.
- > Continue developing positive attitudes about the differences between people.
- > Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Ducklings—Our World

Level 2 (Three to Four)

Physical Development

- >Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- >Go up steps and stairs, or climb up apparatus, using alternate feet.
- >Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- >Use large-muscle movements to wave flags and streamers, paint and make marks.
- >Start taking part in some group activities which they make up for themselves, or in teams.
- >Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- >Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- >Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- >Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- >Use one-handed tools and equipment, for example, making snips in paper with scissors.
- >Use a comfortable grip with good control when holding pens and pencils.
- >Show a preference for a dominant hand.
- >Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.