

Reception			
	Autumn	Spring	Summer
Learning challenge theme and Immersive reading texts	Getting to know us Me and My Family All kinds of people The colour monster Hello world, my body Incredible you The three little pigs The colour monster goes to school My five senses Stop Monkeying Around Kiss Animal Fashion Parade Cave Baby	If you go down to the woods today The Gruffalo LRRH Going on a bear hunt Goldilocks and the Three bears	Our world around us Lost and found The Jungle Book In the Jungle Commotion in the Ocean Tiddler Who's in the desert Going to the volcano
Outcome Learning challenge	To complete a book /video of our adventures	To complete the Gruffalo Trail Sandwell Valley	Travel around the World in an afternoon
Communication and interaction	Intensive Interaction Attention Autism Story massage / interactive rhymes Anticipation rhymes and activities Music for interaction		

Pre Phonics	Environmental and instrumental sounds Body Percussion Phonics phases Rhyme and rhythm Alliteration Phonics phases Voice sounds Oral segmenting and blending Phonics phases	Environmental and instrumental sounds Body Percussion Phonics phases Rhyme and rhythm Alliteration Phonics phases Voice sounds Oral segmenting and blending Phonics phases	Environmental and instrumental sounds Body Percussion Phonics phases Rhyme and rhythm Alliteration Phonics phases Voice sounds Oral segmenting and blending Phonics phases
Reading	Access to a book corner so children can read or explore independently or with an adult Puppets with stories and shared reading with an adult Small group reading / story time (not specific to learning challenge) Home reading scheme – sending home sound books and books to develop love of reading Immersive reading of text using IWB flipcharts and sensory stimulus to embed story ideas with children		
Recording	Intrinsic across the curriculum to include opportunities to develop skills through messy play, fine motor skills Open ended mark making, role play and story scribing. Photos, sequencing		
Story	Daily group story sessions, whole class or smaller groups linked to themes, Immersive reading of text using IWB flipcharts and sensory stimulus to embed story ideas with children		
Phonics	Jolly Phonics scheme - working through sound programme using: Magnetic letters, sound tubs, objects, sensory letters, sensory and interactive books, flashcards, tricky words, jolly classroom on the iPad, jolly phonics songs and actions, puppets, magic pens, sound buttons, sound mirrors.		
Mark Making	Water and brushes, sand, chalk, paint, whiteboards, rice, salts, glitter Tracing or writing sounds using the Jolly Phonics sheets, or in coloured rice, salts, playdough, whiteboards		
Thinking Skills/Maths	Intrinsic across the curriculum to include heuristic and schema play, problem solving play- shape sorters, moving toys, construction, matching, sorting, early number play. Counting and number rhymes and songs, numicon, number lines, numerals. Shape space and measure- messy play, container play, size, stacking, construction.		
Whole Class	Daily structured teaching using structure and routine, Initials starter using IWB or modelling from class teacher		
Individuals	Daily focused child initiated learning and exploration of activities available Those children able to access more individualised curriculum will take part in 1:1 activities		

Physical Development	Movement and travel	Running and throwing	Big equipment
	Bikes and wheeled toys	Cooperative games	Playground equipment
	Swimming		
	Albion PE teaching , Forest schools		
Motor Skills Development Programme	<p>Each class will work on the following focus for one week:</p> <p>Let's Get Active Helping Ourselves at Mealtimes Dressing Ourselves Looking After Ourselves Let's Have Fun! Let's Develop Our Fine Motor Skills Let's Build It!</p>		
PSED	<p>Daily time to include Managing feelings and responses, routines and boundaries, making relationships, self-confidence and self-awareness, joint and shared attention, turn taking, group activities, asking for help Independence activities</p>		
Understanding the world	<p>Soft Play Faces and bodies, mirrors, body awareness, songs with actions, recording voices, using our senses, photos (Past and Present)</p> <p>Recognising themselves as part of a family. Older and young members of their family, family trees. Identifying family members using pictures.</p> <p>What makes us special? Belonging People who are special to us Celebrations (Diwali, Eid, Christmas)</p>	<p>Journeys Woods Forests Navigating Learning through play Matching identical items Taking part in social events Tea parties Trails</p> <p>Special stories Celebrations (Easter, Eid, Vaisakhi)</p>	<p>Water play, Sand play, visit, Melting and freezing, hot/cold (Natural World)</p> <p>Oceans, beaches, jungles, hot and cold places Weather, travel/transport</p> <p>Role play</p> <p>Special places Celebrations Knowing about similarities between families, communities and traditions.</p>
	Daily Reflection time		

<i>Art/messy</i>	<i>Intrinsic to curriculum, sensory, LC related, focus on process</i>		
<i>Music</i>	<i>Weekly singing and music lessons, song baskets, nursery rhymes, rhythmic, repetitive, regular</i>		
<i>Movement and dance</i>	<i>Linked to communication and music</i>		
<i>Role play and pretend</i>	<i>Intrinsic to curriculum, reflect interests and themes Dressing up Understanding the World activities Role play characters Small world</i>		
<i>Food Tech/Food Therapy</i>	<i>Food therapy- small groups 32 steps to eating Messy play- food- dry</i>	<i>Food therapy- small groups 32 steps to eating Messy play liquids</i>	<i>Food therapy- small groups 32 steps to eating Messy play- food- mixing textures</i>