

## Medium Term Planning Autumn 1 Social Partner Learning Objectives

### Communication & Language

1. Following listening to familiar animal sounds, the pupil turns towards familiar sounds.
2. Following a familiar engagement with a familiar adult, the pupil reacts in interaction with others by smiling, looking and moving.
3. Following a sensory animal exploration, the pupil concentrates intently on an object or activity of own choosing for short periods.
4. Following regular engagements in familiar activities, the pupil starts to understand contextual clues, e.g. familiar gestures, words and sounds
5. Following regular intensive interactions with a familiar adult, the pupil makes own sounds in response when talked to by familiar adults.
6. Following regular experiences of routines in class, the pupil communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.

### Personal, Social & Emotional

1. Respond to significant experience showing a range of feelings where appropriate. The pupil may start to show enjoyment when taking part in animal experiences of when engaging with real life animals.
2. Experience preferences and decisions. When taking part in a number of animal based activities the pupil will start to respond to choices given by adults about what they want to do and their preferences.
3. Try new things and establish your sense of autonomy
4. Engage with others through gestures gaze and talk. The pupil will start to respond to others through the use of a personalized communication system.
5. Show changes in behaviour when responding to real animals or animal activities e.g. when touching or petting animals during different experiences
6. Begins to explore the immediate environment, e.g when taking part in experiences of sensory based activities.

### Physical

1. Following the repeated use of body awareness equipment and work on the vestibular and proprioceptive senses, the pupil increases understanding of self in relation to size/position of objects in their immediate environment
2. Following repeated opportunities the pupil reaches for a motivating item or object with intent.
3. Following repeated opportunities the pupil passes one motivating item from one hand to the other or uses both hands to engage with items with or without adult support.
4. After frequent adult modelling, the pupil uses fine motor skills to find hidden animal figurines in sensory materials/boxes and containers.
5. Following repeated experiences, the pupil actively participates in stretch program or other appropriate physical intervention (e.g. hydrotherapy/rebound/sensory circuit) by purposefully moving and/or co-operating as well and may begin to anticipate in self-care routines.
6. Following adult modelling, the pupil shows interest in early mark making skills and makes some marks with items e.g. animal figurines in sand.

### Literacy

1. Following repeated listening to animal rhymes/songs supported by props, the pupil begins to anticipate an action/word/symbol in a familiar animal rhyme/song
2. Following repeated listening to a range of animal rhymes/songs/stories supported by props, the pupil shows an interest in a particular one using eye gaze/vocalisation/change in demeanour
3. After sharing a book of a rhyme/song/short story with repetitive text, the pupil shows pleasure or displeasure in response to being shown the book
4. After experiencing a range of songs and rhymes sung/chanted by a familiar adult, the pupil begins to anticipate the beat
5. After experiencing a range of songs and rhymes sung/chanted by a familiar adult, the pupil shows pleasure/displeasure at the beginning of the song/rhyme

# ANIMALS

### Maths

1. After frequent adult modelling and play, the pupil notices a change in the number of objects/images/sounds in a group of up to three
2. After many opportunities to play with real objects, the pupil starts to show that they have an understanding of object permanence (i.e something exists when out of sight)
3. After many opportunities to play and explore the physical environment, the pupil starts to show awareness of themselves and objects in space
4. After many opportunities for sand/water/messy play, the pupil shows an interest in filling and emptying containers
5. After many opportunities for heuristic play, the pupil fills and empties baskets and containers

### Understanding the World

1. OVERLAP WITH PSED AND CL – after attachment friendly practice with a few trusted adults, the pupil show that they have developed secure relationships with key adults
2. After frequent adult modelling and play, the pupil starts to show that they recognise a photo of themselves/a key person
3. After many opportunities to explore different spaces indoors and outdoors, the pupil shows enjoyment of being in particular learning environments
4. Following repeated cause and effect work the pupil is able to use a switch to produce an animal sound/motivating song or operate animal switch toys and equipment. They may begin to sequence two switch sounds together.
5. Following exposure and repetition, the pupil can turn on and off a range of functional technologies appropriately (smoothie maker/vacuum/camera)

### Expressive Art & Design

1. After frequent adult modelling and play, the pupil shows a preference for particular materials/objects (e.g. scarves, wooden bowls, shiny objects...)
2. After frequent opportunities to explore different wet messy materials, the pupil shows an interest in using their hands or feet in paint/shaving foam/wet cornflour....
3. After frequent opportunities to explore different dry materials, the pupil shows an interest in using their hands or feet in dry cornflour, flour, dry food appropriate to them
4. After frequent opportunities to listen to songs and rhymes, the pupil shows a preference for a particular one
5. OVERLAP WITH CL – the pupil starts to show anticipation in a familiar rhyme or song