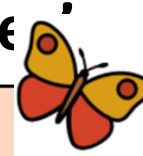




Curriculum Overview for Butterflies



Communication and Class

- ✓ Develop early interaction skills by participating in Intensive Interaction and events in
- ✓ Develop listening and attention skills to respond to simple instructions: "Jenny, put on your coat" using objects or photos of reference if necessary to 3 information-carrying word (3ICW) instructions.
- ✓ Understands and uses some frequently used Makaton signs, together with single words if they can communicate verbally.
- ✓ Understands single words with the support of objects of reference, photos, Makaton or symbols if needed.
- ✓ Able to focus on an activity of their choice for longer periods, progressing to this with adult-led activities.
- ✓ Listen to other people's talk with interest.
- ✓ Develops listening and attentions skills – Attention Autism, Listening with Lucy - short whole class and group sessions.
- ✓ Develop pre-phonetic skills - Level 1 phonic games and activities - short whole class and group sessions.
- ✓ Progress if and when children are ready to Level 2, 3 ... phonics.
- ✓ Begins to speak in short sentences.
- ✓ Uses Makaton, symbols – (PECS), actions and/or language to share experiences, feelings, thoughts and makes
- ✓ Understands simple questions about who, doing, what, where?

(Colourful Semantics)

Personal, Social and Emotional Development

- ✓ Accepts comfort from a familiar adult and begins to calm themselves.
- ✓ Establishes sense of self, including beginning to understand their feelings and emotions using symbols and talking mats to support.
- ✓ Expresses preferences and makes decisions for e.g. when child initiating, snack-time.
- ✓ Able to manage transitions if necessary, using objects and photos of reference.
- ✓ Increasing independence, requests to carry out tasks independently.
- ✓ Plays alongside other children, beginning to play with others with support, some will develop
- ✓ Engages with social games and songs.
- ✓ Develops shared attention.
- ✓ Able to follow familiar routines, structures and boundaries throughout the day with the support of a visual time-table, Now and Next boards or photos or symbols on a lanyard.
- ✓ Develops growing independence with their personal care, hygiene, eating and drinking and oral

hygiene needs supported where necessary.

Mathematics

- ✓ Explores filling and emptying containers and uses the language full and empty.
- ✓ Matches identical objects.
- ✓ Sorts objects to a given criteria e.g. colour, size, tidy up time.
- ✓ Takes part in daily number nursery rhymes with Numicon, numbers and props. Answers questions such as, 'How many are left?'
- ✓ Counts in everyday contexts, aiming for 1:1 correspondence with improving accuracy, developing their understanding of the 'cardinal principle'.
- ✓ Can count up to 5/10 or more in order, developing understanding of place value and recognise most/all of their numbers putting them in the correct order.
- ✓ Beginning to subitise small groups of objects up to 5, possibly
- ✓ Completes inset puzzles, shape sorters and regular puzzles.
- ✓ Compares sizes, weight, length, capacity etc and begins to order them. Measures objects using non-standard forms of measurement e.g. cubes.
- ✓ Notices patterns, organises and creates simple patterns ABAB and talks about them, progressing to more complex patterns if ready.
- ✓ Begins to learn some of the language related to money – 'pay, pence, cost, how much?'
- ✓ Compares amounts e.g. 'more', 'fewer' 'lots', 'same'
- ✓ Matches objects and shape outlines together.
- ✓ Use shapes to make pictures and talk about them.
- ✓ Recognises 2D shapes, notices their differences and is

beginning to describe them.

- ✓ Joins in with songs and familiar rhymes, using some Makaton signs (Singing Hands)
- ✓ Listens and looks at books when an adult is reading to them.
- ✓ Can repeat words and phrases from familiar stories using words, signs, symbols and story props.
- ✓ Can read books with growing independence.
- ✓ Enjoys looking at books independently, answering 'who, doing, what' questions about the characters in their books.
- ✓ Can match identical photos, pictures and symbols.
- ✓ Can recognise their own name.

Recognises familiar words, signs and symbols.

- ✓ Develops their play, based around their favourite stories and their own familiar experiences whilst using objects and puppets
- ✓ Begins to be curious about people and shows interest in photos about themselves and their family.
- ✓ Recognises and communicates special times for family or friends.

- ✓ Can communicate about past events in their own lives and begin to do this about the lives of family members if they are ready.
- ✓ In pretend play, imitates everyday actions and events from own family and cultural background.
- ✓ Becomes more aware of differences between people e.g. hair colour, skin colour, some people use

- ✓ wheelchairs, some people use Makaton etc
- ✓ Moves whole body and dances to music.
- ✓ Anticipates phrases and actions in songs and rhymes.
- ✓ Explores their voices and making sounds.
- ✓ Shows an interest in the way musical instruments sound.
- ✓ Begins to tap a steady beat.
- ✓ Understands how to create different sounds by banging, shaking, tapping or blowing.
- ✓ Begins to engage in imaginative role-play/small-world play with support if necessary.
- ✓ Joins in with songs and rhymes using Makaton signs (Singing Hands)

- ✓ Enjoys and moves confidently and safely both indoors and outdoors, including using a tricycle or balance bike.
- ✓ Claps/stamps/jumps to music following music and movement instructions e.g. Sticky Kids CD.
- ✓ Able to build following a visual support moving to doing this independently with a range of appropriate resources.
- ✓ Able to build models using recyclable materials with support.
- ✓ Develops water confidence when swimming, be able to enter and exit safely and use their arms and legs to move independently.
- ✓ Develops their fundamental movement skills.

- ✓ Develops their spatial awareness skills.

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Literacy

- ✓ Can copy line patterns: horizontal, vertical, circular, wavy and zig-zag.
- ✓ Can copy a circle, plus sign, diagonal lines – left and right, a cross (X) and a triangle.
- ✓ Can record their responses using symbols for captions and labels.
- ✓ Enjoys drawing freely, makes marks in a range of media and begins to be able to say what they have drawn or written.
- ✓ May begins to construct sentences orally and write over what the adult scribes or copy writes from a visual support.
- ✓ May begin to blend phonic sounds together and form

Understanding the

- ✓ Explores materials with different properties.
- ✓ Explores both indoor and outdoor materials and extends their understanding and vocabulary around these experiences.
- ✓ Explores and responds to different natural phenomena e.g. jumping in puddles, crunching through leaves, looking for minibeasts.
- ✓ Explores and comments on plants and animals using a range of senses.
- ✓ Explores with simple forces – float/sink, push/pull, magnetism.

Expressive Arts and Design

- ✓ Shows care and concern for living things and
- ✓ Develop skills when completing craft activities such as collage, junk modelling, painting and printing.
- ✓ Explores different materials using all senses to investigate them.
- ✓ Experiments with shapes, colours and marks whilst expressing ideas and feelings using a range of media including ICT – Paint program.
- ✓ Experiments with changing colours e.g. mixing, layering, light and dark.
- ✓ Explores and experiments with a range of materials through sensory exploration

Physical

- ✓ Explores a range of construction materials.
- ✓ Use tools for small projects safely, with adult support independently e.g. puts on own coat, zips it up when adult starts it off, drinks from an open cup, pours drinks from a jug. etc
- ✓ Shows increasing desire to be independent e.g. wanting to feed and dress themselves.
- ✓ Uses hands to twist, turn and manipulate an object.
- ✓ Can pour, sieve and dig with control.
- ✓ Develops control when using mark making tools.
- ✓ Develops scissor skills from open and closing looped or spring action scissors to snip paper to being able to cut along a line or around a shape.

