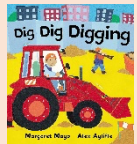
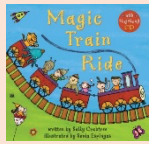


Woodlands Immerse Long Term Plan (A)

Autumn Term		Spring Term		Summer Term	
The World Around Us: Transport - How transport has changed - Why do we need transport? - What types of transport are there? - How to keep safe - Forces - How do things move? 		The World Around Us: Homes - Where can people live - Who do we live with? - Where is our home? - What can we do at home? - How do we keep safe at home? - What makes a good home - materials 		The World Around Us: Land and Sea - What grows in land and sea? - What lives in the sea and on land? - Keeping places clean - Looking at maps - Habitats - Solids, Liquids, different materials 	
English Sessions - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities / mark making  		English Sessions - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities / mark making  		English Sessions - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities, mark making  	
Maths Sessions Nursery - Comparison - More than, fewer than, same - Shape, space and measure - Explore and build with shapes and objects - Pattern - Explore repeats - Counting - Hear and say number names Reception - Match sort and compare - Talk about measure and patterns - It's me 1,2,3	Maths Sessions Nursery - Counting - Begin to order number names - Subitising - I see 1,2,3 - Pattern - Join in with repeats - Shape, space and measure - Explore position and space Reception - Circles and triangles 1,2,3,4,5 - Shapes with 4 sides	Maths Sessions Nursery - Subitising - Show 1,2,3 - Counting - Move and label 1,2,3 - Shape, space and measure - Explore positions and routes - Pattern - Explore own first patterns Reception - Alive in 5 - Mass and capacity - Growing 6,7, 8	Maths Sessions Nursery - Counting - Take and give 1,2,3 - Shape, space and measure - Match, talk, push and pull - Subitising - Talk about dots - Comparisons - Compare and sort collections Reception - Length, height and time - Building 9 and 10 - Explore 3D shapes	Maths Sessions Nursery - Pattern - Lead on own repeats - Shape, space and measure - Start to puzzle - Pattern - Making patterns together - Subitising - Make games and actions Reception - To 20 and beyond - How many now? - Manipulate, compose and decompose	Maths Sessions Nursery - - Counting - Show me 5 - Pattern - My own pattern - Counting - Stop at 1,2,3,4,5 - Comparison - Match, sort, compare Reception - Sharing and grouping - Visualise, build and map - Make connections

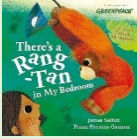
Woodlands Immerse Long Term Plan (A)

<u>Expression Sessions</u> Painting • Make marks intentionally • Explore the use of paint with fingers, brushes and other tools. <u>Music</u> • Listen attentively • Copying actions • Copying/following a beat	<u>Expression Sessions</u> Drawing • Create closed shapes with continuous lines, and use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness etc. <u>Music</u> • Listen attentively • Copying actions • Copying/following a beat	<u>Expression Sessions</u> Textiles • Join different materials and explore different textures • Develop own ideas and then decide which materials to use to express them <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Sculpture • Explore different materials, using all of the senses to investigate them. • Manipulate and play with different materials • Make simple models which express ideas <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Collage • To understand different textures. • Plan and create artwork using different materials • To show colour and tone on your chosen design. • To consider areas of the design that require different textures. • To create a design that shows a level of challenge. <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Toys • Develop pretend play, pretending that one object represents another • Develop complex stories using small world equipment • Make imaginative and complex 'small worlds' with blocks and construction kits <u>Music</u> • Listen attentively • Copying actions Copying/following a beat
<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT

Woodlands Immerse Long Term Plan (A)

<u>Healthy Mind and Body Sessions</u> <u>Me and my relationships</u> • Marvellous Me! • I'm special • People who are special to me • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Valuing Difference</u> • Me and my friends • Friends and family • Including everyone • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Keeping Myself Safe</u> • Safety indoors and Outdoors • What's safe to go into my body • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Rights and Responsibilities</u> • Looking after myself • Looking after others • Looking after my environment • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Being my Best</u> • What does my body need? • I can keep trying • I can do it! • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Growing and Changing</u> • Growing and changing in nature • When I was a baby • Girls, boys and families • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games
<u>Discovery Sessions</u> <u>Life Skills</u> • Transition to Pickhurst • Getting dressed • Emotions - Zones of regulation • Cooking • Learning outside the classroom <u>Science</u> Forces and Motion		<u>Discovery Sessions</u> <u>Life Skills</u> • Keeping clean • Healthy lifestyle choices • How and when to fall asleep • Cooking • Learning outside the classroom <u>Science</u> Electricity		<u>Discovery Sessions</u> <u>Life Skills</u> • Keeping me safe • What jobs are there • People who help us • Cooking • Learning outside the classroom <u>Science</u> Water	
<u>RE</u> Judaism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Christianity • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Hinduism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Buddhism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Islam • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Sikhism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations

Woodlands Immerse Long Term Plan (B)

Autumn Term		Spring Term		Summer Term	
The World Around Us: A Look at the Past - Who are the historical figures from the past and what difference did they make - How things have changed in all aspects of our lives - toys, transport, holidays 		The World Around Us: The Rainforest - The diverse, wonderful and unique rainforests - What we need to do to ensure their survival? - Why are they vanishing? - Explore the plant world 		The World Around Us: Superheroes - The impact of some special people - People from various walks of life - Their ideas or achievements - What could we do to make a difference? 	
English Sessions - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities / mark making  		English Sessions - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities / mark making  		English Sessions - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities / mark making  	
Maths Sessions Nursery - Comparison - More than, fewer than, same - Shape, space and measure - Explore and build with shapes and objects - Pattern - Explore repeats - Counting - Hear and say number names	Maths Sessions Nursery - Counting - Begin to order number names - Subitising - I see 1,2,3 - Pattern - Join in with repeats - Shape, space and measure - Explore position and space	Maths Sessions Nursery - Subitising - Show 1,2,3 - Counting - Move and label 1,2,3 - Shape, space and measure - Explore positions and routes - Pattern - Explore own first patterns	Maths Sessions Nursery - Counting - Take and give 1,2,3 - Shape, space and measure - Match, talk, push and pull - Subitising - Talk about dots - Comparisons - Compare and sort collections	Maths Sessions Nursery - Pattern - Lead on own repeats - Shape, space and measure - Start to puzzle - Pattern - Making patterns together - Subitising - Make games and actions	Maths Sessions Nursery - - Counting - Show me 5 - Pattern - My own pattern - Counting - Stop at 1,2,3,4,5 - Comparison - Match, sort, compare Reception - Sharing and grouping - Visualise, build and map - Make connections
Reception - Match sort and compare - Talk about measure and patterns - It's me 1,2,3	Reception - Circles and triangles 1,2,3,4,5 - Shapes with 4 sides	Reception - Alive in 5 - Mass and capacity - Growing 6,7, 8	Reception - Length, height and time - Building 9 and 10 - Explore 3D shapes	Reception - To 20 and beyond - How many now? - Manipulate, compose and decompose	

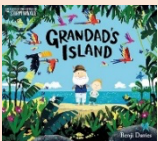
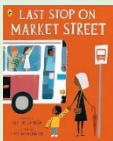
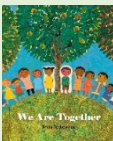
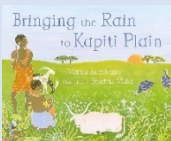
Woodlands Immerse Long Term Plan (B)

<u>Expression Sessions</u> Painting • Make marks intentionally • Explore the use of paint with fingers, brushes and other tools. <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Drawing • Create closed shapes with continuous lines, and use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness etc. <u>Music</u> • Listen attentively • Copying actions • Copying/following a beat	<u>Expression Sessions</u> Textiles • Join different materials and explore different textures • Develop own ideas and then decide which materials to use to express them <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Sculpture • Explore different materials, using all of the senses to investigate them. • Manipulate and play with different materials • Make simple models which express ideas <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Collage • To understand different textures. • Plan and create artwork using different materials • To show colour and tone on your chosen design. • To consider areas of the design that require different textures. • To create a design that shows a level of challenge. <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Toys • Develop pretend play, pretending that one object represents another • Develop complex stories using small world equipment • Make imaginative and complex 'small worlds' with blocks and construction kits <u>Music</u> • Listen attentively • Copying actions Copying/following a beat
<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	

Woodlands Immerse Long Term Plan (B)

<u>Healthy Mind and Body Sessions</u> <u>Me and my relationships</u> • Marvellous Me! • I'm special • People who are special to me • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Valuing Difference</u> • Me and my friends • Friends and family • Including everyone • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Keeping Myself Safe</u> • Safety indoors and Outdoors • What's safe to go into my body • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Rights and Responsibilities</u> • Looking after myself • Looking after others • Looking after my environment • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Being my Best</u> • What does my body need? • I can keep trying • I can do it! • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Growing and Changing</u> • Growing and changing in nature • When I was a baby • Girls, boys and families • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games
<u>Discovery Sessions</u> <u>Life Skills</u> • Transition to Pickhurst • Getting dressed • Emotions - Zones of regulation • Cooking • Learning outside the classroom <u>Science</u> Colour	<u>Discovery Sessions</u> <u>Life Skills</u> • Keeping clean • Healthy lifestyle choices • How and when to fall asleep • Cooking • Learning outside the classroom <u>Science</u> Life cycles			<u>Discovery Sessions</u> <u>Life Skills</u> • Keeping me safe • What jobs are there • People who help us • Cooking • Learning outside the classroom <u>Science</u> Our Bodies	
<u>RE</u> Judaism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Christianity • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Hinduism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Buddhism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Islam • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Sikhism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations

Woodlands Immerse Long Term Plan (C)

Autumn Term		Spring Term		Summer Term	
The World Around Us: Exploring Outside  • What is an island • Food and cultures from islands around the world • Beach life and the seaside • Locations and climates		The World Around Us: Our Communities  • Different communities • Our communities • How we contribute towards our communities • How we can support and work with • How important it is to respect each other's' different communities.		The World Around Us: Weather and Climate  • The changing nature of planet Earth • Earthquakes and volcanoes • Natural disasters, • Seasons - what do they look like? • Weather	
English Sessions • Sensory stories • Phonic sessions • Daily reading- sharing books • Handwriting - fine motor activities / mark making  		English Sessions • Sensory stories • Phonic sessions • Daily reading- sharing books • Handwriting - fine motor activities / mark making  		English Sessions • Sensory stories • Phonic sessions • Daily reading- sharing books • Handwriting - fine motor activities / mark making  	
Maths Sessions Nursery • Comparison - More than, fewer than, same • Shape, space and measure - Explore and build with shapes and objects • Pattern - Explore repeats • Counting - Hear and say number names	Maths Sessions Nursery • Counting - Begin to order number names • Subitising - I see 1,2,3 • Pattern - Join in with repeats • Shape, space and measure - Explore position and space	Maths Sessions Nursery • Subitising - Show 1,2,3 • Counting - Move and label 1,2,3 • Shape, space and measure - Explore positions and routes • Pattern - Explore own first patterns	Maths Sessions Nursery • Counting - Take and give 1,2,3 • Shape, space and measure - Match, talk, push and pull • Subitising - Talk about dots • Comparisons - Compare and sort collections	Maths Sessions Nursery • Pattern - Lead on own repeats • Shape, space and measure - Start to puzzle • Pattern - Making patterns together • Subitising - Make games and actions	Maths Sessions Nursery - • Counting - Show me 5 • Pattern - My own pattern • Counting - Stop at 1,2,3,4,5 • Comparison - Match, sort, compare Reception • Sharing and grouping • Visualise, build and map • Make connections
Reception • Match sort and compare • Talk about measure and patterns • It's me 1,2,3	Reception • Circles and triangles • 1,2,3,4,5 • Shapes with 4 sides	Reception • Alive in 5 • Mass and capacity • Growing 6,7, 8	Reception • Length, height and time • Building 9 and 10 • Explore 3D shapes	Reception • To 20 and beyond • How many now? • Manipulate, compose and decompose	

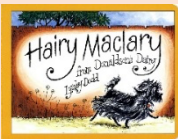
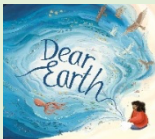
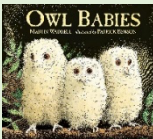
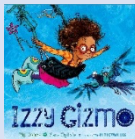
Woodlands Immerse Long Term Plan (C)

<u>Expression Sessions</u> Painting • Make marks intentionally • Explore the use of paint with fingers, brushes and other tools. <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Drawing • Create closed shapes with continuous lines, and use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness etc. <u>Music</u> • Listen attentively • Copying actions • Copying/following a beat	<u>Expression Sessions</u> Textiles • Join different materials and explore different textures • Develop own ideas and then decide which materials to use to express them <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Sculpture • Explore different materials, using all of the senses to investigate them. • Manipulate and play with different materials • Make simple models which express ideas <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Collage • To understand different textures. • Plan and create artwork using different materials • To show colour and tone on your chosen design. • To consider areas of the design that require different textures. • To create a design that shows a level of challenge. <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Toys • Develop pretend play, pretending that one object represents another • Develop complex stories using small world equipment • Make imaginative and complex 'small worlds' with blocks and construction kits <u>Music</u> • Listen attentively • Copying actions Copying/following a beat
<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	

Woodlands Immerse Long Term Plan (C)

<u>Healthy Mind and Body Sessions</u> <u>Me and my relationships</u> • Marvellous Me! • I'm special • People who are special to me • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Valuing Difference</u> • Me and my friends • Friends and family • Including everyone • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Keeping Myself Safe</u> • Safety indoors and Outdoors • What's safe to go into my body • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Rights and Responsibilities</u> • Looking after myself • Looking after others • Looking after my environment • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Being my Best</u> • What does my body need? • I can keep trying • I can do it! • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body Sessions</u> <u>Growing and Changing</u> • Growing and changing in nature • When I was a baby • Girls, boys and families • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games
<u>Discovery Sessions</u> <u>Life Skills</u> • Transition to Pickhurst • Getting dressed • Emotions - Zones of regulation • Cooking • Learning outside the classroom <u>Science</u> Local Environment		<u>Discovery Sessions</u> <u>Life Skills</u> • Keeping clean • Healthy lifestyle choices • How and when to fall asleep • Cooking • Learning outside the classroom <u>Science</u> Light and Dark		<u>Discovery Sessions</u> <u>Life Skills</u> • Keeping me safe • What jobs are there • People who help us • Cooking • Learning outside the classroom <u>Science</u> Sound	
<u>RE</u> Judaism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Christianity • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Hinduism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Buddhism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Islam • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Sikhism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations

Woodlands Immerse Long Term Plan (D)

Autumn Term		Spring Term		Summer Term	
The World Around Us: Prehistoric World and Mythical Creatures  - What do we know about dinosaurs? - What dinosaurs looked like and what they ate - Dragons and beasts - Fantasy creatures		The World Around Us: Our World  - What is a habitat? - What size are habitats? - To survive, living things need to live in places that meet their needs. - What do living things need to survive? - How do different habitats provide for their needs?		The World Around Us: Material World  - What different materials are used to make everyday objects - The properties of different materials - That some materials absorb water; some are magnetic, and some allow electricity to pass through them - How do we decide which to use?	
English - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities / mark making  		English - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities / mark making  		English - Sensory stories - Phonic sessions - Daily reading- sharing books - Handwriting - fine motor activities / mark making  	
Maths Nursery - Comparison - More than, fewer than, same - Shape, space and measure - Explore and build with shapes and objects - Pattern - Explore repeats - Counting - Hear and say number names	Maths Nursery - Counting - Begin to order number names - Subitising - I see 1,2,3 - Pattern - Join in with repeats - Shape, space and measure - Explore position and space	Maths Nursery - Subitising - Show 1,2,3 - Counting - Move and label 1,2,3 - Shape, space and measure - Explore positions and routes - Pattern - Explore own first patterns	Maths Nursery - Counting - Take and give 1,2,3 - Shape, space and measure - Match, talk, push and pull - Subitising - Talk about dots - Comparisons - Compare and sort collections	Maths Nursery - Pattern - Lead on own repeats - Shape, space and measure - Start to puzzle - Pattern - Making patterns together - Subitising - Make games and actions	Maths Nursery - - Counting - Show me 5 - Pattern - My own pattern - Counting - Stop at 1,2,3,4,5 - Comparison - Match, sort, compare Reception - Sharing and grouping - Visualise, build and map - Make connections
Reception - Match sort and compare - Talk about measure and patterns - It's me 1,2,3	Reception - Circles and triangles 1,2,3,4,5 - Shapes with 4 sides	Reception - Alive in 5 - Mass and capacity - Growing 6,7, 8	Reception - Length, height and time - Building 9 and 10 - Explore 3D shapes	Reception - To 20 and beyond - How many now? - Manipulate, compose and decompose	

Woodlands Immerse Long Term Plan (D)

<u>Expression Sessions</u> Painting • Make marks intentionally • Explore the use of paint with fingers, brushes and other tools. <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Drawing • Create closed shapes with continuous lines, and use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness etc. <u>Music</u> • Listen attentively • Copying actions • Copying/following a beat	<u>Expression Sessions</u> Textiles • Join different materials and explore different textures • Develop own ideas and then decide which materials to use to express them <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Sculpture • Explore different materials, using all of the senses to investigate them. • Manipulate and play with different materials • Make simple models which express ideas <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Collage • To understand different textures. • Plan and create artwork using different materials • To show colour and tone on your chosen design. • To consider areas of the design that require different textures. • To create a design that shows a level of challenge. <u>Music</u> • Listen attentively • Copying actions Copying/following a beat	<u>Expression Sessions</u> Toys • Develop pretend play, pretending that one object represents another • Develop complex stories using small world equipment • Make imaginative and complex 'small worlds' with blocks and construction kits <u>Music</u> • Listen attentively • Copying actions Copying/following a beat
<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT		<u>Social Sessions</u> • Attention Autism • Turn taking activities • Asking and answering questions • Developing peer interaction • Making choices • TACPAC • SaLT	

Woodlands Immerse Long Term Plan (D)

<u>Healthy Mind and Body</u> <u>Me and my relationships</u> • Marvellous Me! • I'm special • People who are special to me • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body</u> <u>Valuing Difference</u> • Me and my friends • Friends and family • Including everyone • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body</u> <u>Keeping Myself Safe</u> • Safety indoors and Outdoors • What's safe to go into my body • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body</u> <u>Rights and Responsibilities</u> • Looking after myself • Looking after others • Looking after my environment • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body</u> <u>Being my Best</u> • What does my body need? • I can keep trying • I can do it! • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games	<u>Healthy Mind and Body</u> <u>Growing and Changing</u> • Growing and changing in nature • When I was a baby • Girls, boys and families • Balance, Education and Movement (BEAM) • OT • Fitness • Sensory Circuit • Ball skills • Group Games
<u>Life Skills</u> • Transition to Pickhurst • Getting dressed • Emotions - Zones of regulation • Cooking • Learning outside the classroom <u>Science</u> Living things - Animals		<u>Life Skills</u> • Keeping clean • Healthy lifestyle choices • How and when to fall asleep • Cooking • Learning outside the classroom <u>Science</u> Living things - plants		<u>Life Skills</u> • Keeping me safe • What jobs are there • People who help us • Cooking • Learning outside the classroom <u>Science</u> Sorting and using materials	
<u>RE</u> Judaism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Christianity • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Hinduism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Buddhism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Islam • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations	<u>RE</u> Sikhism • Places of worship • Holy books/teachings • Special places • Festivals and Celebrations