

Communication and Language (Prime Area)

Listening and Attention, Understanding, Speaking

Listen to stories and maintain attention, stay focussed, point at pictures when asked: e.g. where is the dinosaur?

Name objects, understand simple sentences

Identify favourite books

Vocalise to attempt to join in rhyme

Does actions to rhyme, song or story

Respond with relevant comments

Join in rhymes and refrains

Talk about what they need, think and feel (SMSC)

Talk about own experience in and out of hospital (SMSC)

Talk about self and family celebrations, how do we (SMSC)

celebrate events, e.g. birthday, bonfire night, Christmas, Hanukah cards etc; make up own stories and songs (SMSC)



Literacy

Become aware of the mark they make (sensory)

Give meaning to the mark they make (emergent writing) (SMSC)

Ascribe meaning to the marks they see

Begin to break the flow of speech into words

Write own name, little books, class books, cards, gifts labels and lists, party invitations, party menus.

Sounds: hearing, identifying and writing phase 2 sounds

Letter and sounds Phase 1 exercises

Possible texts:

Celebration books

Children's favourite books

Information books

Anthony Browne, My Mum, My Dad, etc; Guess How Much I

Love You; You're all my Favourites; So Much; Monkey Puzzle,

Owl Babies; Naughty Bus; Goldilocks, Red Riding Hood

rhyiming books (Julia Donaldson)

Black history books (SMSC)



Knowledge of the World

Explore materials such as papier mâché, blubber, gel, clay and water

Discuss events in own life, likes and dislikes (party food) (SMSC)

Find out about their bodies, name body parts, sing body songs.

What do humans need? Talk about the difference between themselves now and when they were babies.

Celebrate different religious and cultural events through art and stories; e.g. Guy Fawks Night, Christmas, Hanukah, remembrance day, Eid, Diwali etc.

Use computer programs and small programmed toys. Education city, Discovery zone etc.

Gingerbread biscuits with Christmas cutters

Dialysis EYFS Plan

Autumn Term 2016

Topic: All About Me



Students in Dialysis combine work from their home-schools/nursery settings with the Evelina School curriculum. We work with home-school/nurseries to set shared targets, drawing on work planned for our EYFS pupils

PSED (Prime Area) (SMSC)

Self-confidence and self-awareness:

to settle in, to choose resources independently, to have a go,

Managing feelings and behaviour:

express needs appropriately, asks for things, to take turns and share fairly, to follow rules and instructions(e.g. take shoes off when on slide)

Making relationships

is aware of others understand that others might have different needs and different cultures

play alongside others

communicate with others, negotiates roles and turn taking, talks about what they are doing

SEND: a range of sensory stimuli (tactile, visual, auditory and olfactory) to access the curriculum: e.g. lights, textures, bells, smells including the use of Makaton and pictures in print to support language.

EAD:

Music: to join in with music session, through listening and singing and exploring instruments and improvising (Danny and COLS sessions) (SMSC)

Imaginative play and story teller: to act out stories with Phil. To engage in imaginative play with another peer if possible on dialysis or with an adult using small world set

visual art: African block printing 26/09; autumn collages

Mask making; 3D cardboard self portraits; draw your family; draw your pets; fireworks; vegetable printing

Vegetable drawing (Harvest)

Black and white skeleton

Express upon own and other's art and music (SMSC)

Physical Development (Prime Area)



Moving and Handling

Gross motor control:

Ball skills/skittles (Ray and Denise) moving and handling form their dialysis chair (small and gross movements)(PE/SMS)

Fine motor control:

A range of opportunities inside the classroom to develop small motor skills, threading, painting, drawing, pouring, filling and emptying, playdough, clay, construction.

Holding pens, pencils and paintbrushes with correct grip

Hand eye co-ordination tools and activities

Squeezing, patting, develop SMS through the use of malleable materials
Develop control through African block printing and Aborigine dot painting (26th Sept visit)

Cutting. Being able to control a piece of equipment to produce a desired effect

Co-operate in games, able to follow rules and to take up challenges (SMSC)

Play the Bean activity game (runner bean, French bean, etc)

Dance with Jabadao (Oct ?)

Health and Self Care

Express when they feel unwell, hungry or need the support of a nurse.

Talk about the need to live healthy lives and what they should avoid when being dialysis patients.

Maths

Practical maths - everyday problems and scenarios

Numbers: count from 1 to 5, the from 1 to 10, and from 1 to 20

Identify numerals to 5, to 10

Touch count to 10

Count out groups of objects to 10

Order numerals to 5, to 10

Big numbers eg 100

Know one more or less of a small number

Can add sets of objects together

Shapes:

identify simple basic shapes: squares, circle, rectangle and triangles

describe shapes, focus on triangles, triangle project, Christmas decorations

use shapes to make pictures and patterns

identify similarities and differences between shapes

Create own shape pictures and talk about them (SMSC)



Please note all our EYFS planning is flexible as we aim to work with the children's interests