

## Autumn 1 - 2020/2021

### Myself

2020-2021	EYFS and KS1	KS2	KS3	KS4	Post 16	
<p><b>Autumn 1</b> <b>Myself</b></p> <p><b>School Value</b> <i>Kindness</i> <i>Playing together</i></p>	<p><b>Playing alongside others</b> To experience a variety of enjoyable, sensory, and physical play activities.</p> <p>To develop the simple vocabulary and language structures needed to request basic play needs.</p> <p>To follow simple social rules such as turn taking with the aid of signs and visuals.</p> <p>To request toys using single words or short phrases, symbols, pictures or using a means of augmented or visual communication.</p> <p>To develop the vocabulary of polite play alongside an adult who models a narrative of the play.</p> <p>To play alongside a trusted peer, in parallel, with familiar toys.</p> <p>To begin to understand simple rules for safe play by observing adult modelling and using appropriate visuals</p>	<p><b>Expressing emotions</b> <b>Knowing myself and others</b> To name the emotions shown in simple visuals and photographs.</p> <p>To begin to describe the simple emotions found in familiar in stories. (Happy, sad, angry)</p> <p>To learn that some things are personal possessions, some things we share with others, and some things belong to other people.</p> <p>To be aware of the boundaries set, and of simple behavioural expectations. (With adult, environmental, and visual support.)</p>	<p><b>My preferences</b> <b>My choices</b> To observe that own actions could affect other people.</p> <p>To begin to understand the feelings of others by identifying more complex Emotions within stories. (Jealous, cross, lonely, scared, worried, brave.)</p> <p>To develop positive relationships by Making positive comments about the work or actions of a peer or adults.</p> <p>To begin to respond positively to appropriate, simple boundaries with adult support.</p> <p>To develop some strategies to regulate behaviour with adult, environmental and support.)</p>	<p><b>Social communication</b> To be able to choose a strategy to solve own problems calmly</p> <p>To vocalise appropriately or to gesture in response to a person, object, or event</p> <p>To indicate a preference in response to being offered a choice between two given options (e.g. an inside or outside activity)</p> <p>To indicate a choice from options which the pupil has identified themselves (e.g. go with one friend to the leisure centre, rather than to a restaurant with a group of friends)</p>	<p><b>My talents and skills</b> To be able to express personal views on Current Affairs and listen to the views of others.</p> <p>To organise promote and deliver fund raising events for Charity.</p> <p>To be aware of our school community and how to improve the appearance (e.g. picking up litter around the school site Taking part in Bexley Volunteer Little Pickers)</p> <p>To understand the importance of a welcoming establishment. Growing seasonal flowers (Joining Children’s Flower Society for judging competitions each year)</p>	<p>Transition Activities</p> <p>Performances</p> <p>Self-portraits on display in Woodside Gallery</p> <p>Heritage Day</p>