

# Learning Map

Topic:	Splish Splash Splosh		Class:		Key Word Level :	One	Personalised Learning Outcomes highlighted	
Key Skills								
Faculty of Learning	<b>Communication</b> (Communication & Language Development)	<b>Behaviour &amp; Awareness</b> (PSED)	<b>Movement &amp; Co-ordination</b> (Physical Development)	<b>Thinking Skills &amp; Problem Solving</b>	<b>Home Learning</b>			
PLOT	<p>To follow an adults verbal instruction to hang his coat up in a morning supported by physical gestures and a symbol.</p> <p>To be able to exchange a single photograph with a communicative partner, to request a motivating item, which requires him to travel up to 2 metres.</p>	<p>To actively explore a wide range of dry textures with adult support.</p>	<p>To feed himself with a spoon once an adult has loaded it for him.</p>	<p>To complete one piece of achievable work using a TEACCH style learning system with verbal support.</p>				
 <b>Contributing</b>  <i>Literacy Development &amp; Mathematics</i>	<p>Learning and experiencing new vocabulary associated with the text – e.g water related creatures and animals, names of different water environments</p> <p>Understand symbols have meaning and relate them to objects related to the story.</p> <p>Imitates adult making sound mechanically.</p> <p>To choose a nursery rhyme of number song from a choice of two using symbols/pictures/photographs</p>	<p>Sitting in a small group for increasing periods of time up to 5 minutes.</p> <p>Engage in a 1:1 learning activity with an adult for increasing periods of time up to 5 minutes.</p> <p>Following instructions to transition to different areas both and in and outside the classroom.</p> <p>To complete 1 task at a TEACCH station independently.</p>	<p>Mark makes with a range tools.</p> <p>Isolates finger to point at picture in a book.</p> <p>To move objects using a pincer grip one at a time whilst they are counted.</p> <p>Fills and pours from containers with control.</p>	<p>Exploring visual, auditory and olfactory objects related to the text for increasing periods of time.</p> <p>Copying and anticipate simple actions</p> <p>Following a counting sequencing.</p> <p>Assists in 1:1 matching.</p> <p>To explore capacity through pouring and filling from a variety of conainers.</p>	<p>Following a counting sequencing.</p>			

 <p><b>Choices</b></p>	<p>To experience vocabulary linked to spring, summer, sea animals, pond animals, floating, sinking, materials studied.</p> <p>Listen to stories related to Eid</p> <p>To show a preference and make choices between resources by eye-gazing, reaching or vocalizing.</p>	<p>To walk with the group when transitioning around school and school grounds.</p>	<p>To begin to manipulate materials in a range of ways e.g by tearing, pressing, shaking etc.</p> <p>To move objects through water.</p> <p>To squeeze the level of a spray bottle.</p> <p>To pour containers with control.</p>	<p>Experience changes related to Spring and Summer.</p> <p>Explore artifacts related to Eid for increasing periods of time</p> <p>Explore a collection of materials of different properties; e.g waterproof, non-waterproof, will float, will sink</p>	<p>To visit water environments e.g. sea, river, pond etc and take pictures to send into school.</p>
 <p><b>Community</b></p> <p><i>Understanding the World</i></p>	<p>To match picture to object.</p>			<p>To show an interest in and recognize animals related to the sea and pond.</p>	
 <p><b>Wellbeing &amp;</b></p> <p><i>Expressive Arts and Design</i></p>	<p>To communicate pleasure or displeasure in different activities e.g. running</p>	<p>To walk with the group whilst transitioning to the MUGA.</p>	<p>To pull down his pants to get undressed.</p>	<p>To copy an adults actions with support.</p> <p>To travel in a variety of ways with support.</p>	<p>To pull down his trousers to get undressed.</p>
	<p>Chooses which song to sing using symbols, pictures or objects of reference</p> <p>To make choices in colours using gestures and symbols.</p>	<p>Experience and respond to different types of music.</p>	<p>To make vertical scribble.</p> <p>To tear paper to make a collage.</p> <p>To push a glue stick onto paper</p>	<p>To explore ways sounds can be made on an instrument with support.</p> <p>To tolerate a range of dry and semi-met sensory art media.</p>	
 <p><b>Home Learning</b></p>	<p>To be able to exchange a single photograph with a communicative partner, to request a motivating item, which requires him to travel up to 2 metres.</p>	<p>To actively explore a wide range of dry textures with adult support.</p>	<p>To feed himself with a spoon once an adult has loaded it for him.</p>	<p>To complete one piece of achievable work using a TEACCH style learning system with verbal support.</p>	