











# River Example - Learning Map



Topic:	All kinds of weather	Class	Coniston	Key Word Level	2	Personalised Learning Outcomes highlighted
Curriculum:	River	Key Areas of Learning				
Faculties of Learning	Lesson / Subject Links	 Communication	 Behaviour & Awareness	 Movement & Co-ordination	 Thinking Skills & Problem Solving	 Home Learning
 <b>Contributing</b>	Personalised Learning Outcome Time	To show an understanding of 2 key word communication for adjective+noun for colour.	To show an interest in peers playing with toys, by looking for extended periods (5 seconds), supported by an adult.	To trace horizontal and vertical lines, using a tripod grip.	To match 3 letter decodable words, containing phase 2 set 1 and 2 letters, to photos and pictures.  To spell 3 letter decodable words, containing phase 2 set 1 and 2 letters, using given letters.	
	English, Maths &	<ul style="list-style-type: none"> <li>• Answering who, what and where questions.</li> <li>• Show an understanding of negatives</li> <li>• Using PECS for seasons and months</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting alongside others, attending to whole class story telling session</li> <li>• Following instructions to transition to different areas within the classroom</li> <li>• Showing anticipation to communicate a repetitive word or sound during a familiar story.</li> <li>• Listening to staff talking about a book</li> <li>• Playing games with dice.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a range of mark making tools with a tripod grip.</li> <li>• Tracing writing patterns.</li> <li>• Fine Motor skills – developing pincer grip, grasping and transferring objects linked to the story, exploring malleable materials linked to the text.</li> <li>• Making circular, vertical and horizontal lines with mark making equipment.</li> <li>• Beginning to form numbers correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Following text from left to right</li> <li>• Naming characters from a familiar story</li> <li>• Following a sequence from a story</li> <li>• Completing sound discrimination activities.</li> <li>• Identifying and orally blending/segmenting CVC words with phase 2 set 1,2,3 letters.</li> <li>• Spelling phase 2 set 1,2,3, cvc words with given letters.</li> <li>• Matching objects to numerals to 10.</li> <li>• Making groups of objects to 10.</li> <li>• Making simple graphs</li> <li>• Ordering months</li> <li>• Identifying/ordering seasons</li> </ul>	To match 3 letter words to pictures.

 <p><b>Choices</b></p>	<p>Design &amp; Technology &amp; Science &amp; Computing</p>	<ul style="list-style-type: none"> <li>• Indicating preferences, likes and dislikes.</li> <li>• Learning and consolidating vocabulary related to size and shape.</li> <li>• Using PECS to make choices- big, small, colours</li> <li>• Following visual schedules to complete simple tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Copying an action by an adult e.g. folding card,</li> <li>• Using tools safely</li> <li>• Working as part of a team to carry out simple investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• Using 2 hands simultaenously</li> <li>• Using adapted scissors to make snips in card and paper.</li> <li>• Fine Motor skills – developing pincer group, grossing the midline, squeezing, pulling.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the conditions that plans need to grow.</li> <li>• Exploring the uses of waterproof materials</li> </ul>	<p>To complete activities which develop pincer grip e.g. pegging.</p>
 <p><b>Community</b></p>	<p>History, RE, Geography, PSHE &amp; RSE</p>	<ul style="list-style-type: none"> <li>• Match objects to symbols for vocabulary relating to Christianity and the Easter Story, Passover and Chinese New Year</li> <li>• Understanding and using vocabulary relating to weather – rain, sun, snow, wind.</li> <li>• Making choices, using PECS.</li> <li>• Taking part in simple role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in a circle for 10 minutes, attending to a familiar PowerPoint or video.</li> <li>• Pass resources around a circle.</li> <li>• Holding hands when moving around the school grounds.</li> <li>• Following instructions to 'stop' and to 'wait' when around the school grounds.</li> <li>• Completing transitions safely</li> <li>• Awareness of appropriate behavior in other contexts e.g. being quiet outside of classroom.</li> <li>• Take turns, share and play</li> </ul>	<ul style="list-style-type: none"> <li>• Developing balance and coordination when moving around the school grounds and navigating uneven surfaces, slopes and steps.</li> <li>• Developing fine motor skills for dressing.</li> </ul>	<ul style="list-style-type: none"> <li>• To use periods of silence and stillness as times of reflection</li> <li>• Matching photos and symbols for objects relating to CNY, Easter and Passover.</li> <li>• Sequence the stories of CNY, of Passover and Easter.</li> <li>• Exploring and naming clothing for different weather.</li> <li>• Recording simple data.</li> <li>• Using geographical tools correctly with support e.g. rain gauge, thermometer.</li> <li>• Making and recording sound effects</li> <li>• Exploring and naming appropriate clothing for weather.</li> </ul>	<p>Use PECS relating to the weather, at home.</p>

 <p><b>Wellbeing</b></p>	<p>Art &amp; Design, PE &amp; Music</p>	<ul style="list-style-type: none"> <li>• Understanding and using vocabulary for pattern and colour</li> <li>• Experiencing vocabulary relating to position – up and down.</li> <li>• Follow visual schedules to dress and undress.</li> <li>• Joining in with familiar rhymes.</li> <li>• Making choices, using PECS.</li> </ul>	<ul style="list-style-type: none"> <li>• Using equipment appropriately</li> <li>• Tidying up / taking care of resources</li> <li>• Sitting and attending to art activities for 5 minutes</li> <li>• Experiencing and respond to different types of music</li> </ul>	<ul style="list-style-type: none"> <li>• Mixing with a palmar grip</li> <li>• Cross the midline when using tools</li> <li>• Fine motor – fastenings on clothing.</li> <li>• Gross motor- imitating a range of large movements with accuracy.</li> <li>• Develop motor control when using instruments.</li> <li>• Develop motor skills when using body percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising colours in the environment</li> <li>• Use painting &amp; printing with a variety of media and materials.</li> <li>• Imitate actions.</li> <li>• Following a sequence of actions.</li> <li>• To explore ways in which sounds can be combined and used expressively.</li> <li>• To copy a basic rhythm using instruments or body percussion.</li> <li>• Making and recording sound effects.</li> </ul>	<p>To pull up his own trousers when dressing and after toileting.</p>
 <p><b>Home Learning</b></p>		<p>To use two PECS to describe an object by colour.</p>	<p>To follow a visual schedule or 'first/then' at home.</p>	<p>To trace horizontal and vertical lines using a tripod grip.</p>	<p>To spell 3 letter words with given letters using s,a,t,p,i,n,m,d,g,o,c,k.</p>	