



## ***Zebra Class – Animals***

### **Communication:**

- Applying functional vocabulary to events, to comment, request, and infer
- Commenting on scenarios with specific content and vocabulary
- Responding to instruction as well as giving instructions that incorporate prepositions
- Describing an animals' appearance and how they make people feel
- Language for thinking – developing AAC device use
- Develop appropriate and consistent use of adjectives to describe, comment and observe

### **Reading:**

- Exposure to, repetition of and practicing core and fringe vocabulary through sight words with real world application
- Daily use of communication devices and resources that support interaction, commenting and requesting
- Identifying, exploring and locating text in our surroundings
- Sequential based work following schedules incorporating applicable vocabulary of our story

### **Problem solving**

- Money: exchanging money for items services
- Money recognition within meaningful experiences such as our shop and shopping at our local supermarkets
- Establishing routines within the day that can be sabotaged to promote independence
- Understanding who can help if required, how and why
- Sequencing an event and our story
- Number exploration and applying to daily tasks such as shopping lists

### **Exploration**

- Sensory: animal sounds, textures and habitats
- Exploring the animal kingdom and the habitats of different animals
- Describing different animal sizes, shapes, textures and smells
- The growth of animals
- Hot and cold
- Night and day: what does this mean for animals?

### **Topic/ World around us**

- To look at animals around the world and more specifically animals we may find in London (local community areas)
- Understanding and exploring animal habitats
- Exploring the story 'The Boy who Cried Wolf'
- Travel safety for local travel
- Road safety
- Importance of telling the truth
- Exploring London Zoo, farms and parks
- Animal movements, sounds, behaviours

### **PSHE/RSE/Independence**

#### **PSHE:**

- Our local community and shops (journey planning)
- Interactions with uniformed strangers
- My local community and how to stay safe
- Uniformed strangers and who can help me?
- Prepositions and locations to assist instructions
- Private and public spaces
- My community: exploring and understanding different locations
- Social interaction through conversation, requesting and commenting
- Understanding where there is local wildlife