



AUTUMN 1

Week 1. Transition

Week 2. All About Me



Boxall Profile and Target Settings





Creative Development-

Freedom to create different mediums, including imaginative role play and exploring colours, textures and sounds in nature.



Week 1. Autumn Theme Exploring 'fears'. Triggers and fear management.





AUTUMN 2

Weeks 3 - 6. Autumn Project/Forest School

Science/Art:

Look closer - Observation and recording skills through a range of Art and technology mediums.

RSPB Wild Awards

English:

Wild writing – The wonderful outdoors



Knowledge and understanding of the world (KWW).

Encouraging exploration using all senses, including questioning and investigations. Observations of similarities and differences. Planning through the repetitive nature of the sessions.



Physical Development-

Developing gross and fine motor skills through a range of craft activities.

Encouraging an awareness of personal space and using a variety of equipment and tools for real purpose.

Problem solving, Reasoning and Numeracy (PSRN)

Opportunities for counting and calculating various materials and resources.

Encouraging descriptive and positive language. Opportunities for problem solving and measuring found items.



Checkpoint

Boxall Profile

Graduation

RSPB Wild Awards

PSHE/Health and Wellbeing/ English - Sensing the world-identifying sights, smells, sounds of the natural world

Weeks 2 to 7. Winter **Project/Forest School**



Week 7. Christmas Project.

2 (BP) is a standardised tool used to assess the SEF (social emotional functioning) and challenging behaviours of children and young people. In addition to identifying pupils' needs, it helps teachers put in place effective strategies to support the development of missing skills. The BP is divided into two parts / 20 strands: Developmental strands (strands A to J) give a measure of the pupil's cognitive, social and emotional skills that influence how well a child is able to learn and function in the classroom. Diagnostic profile (strands Q to Z) measures the pupil's challenging behaviours that prevent successful social and academic performance. These behaviours are (directly or indirectly) the outcomes of

The Boxall Profile

necessary social and emotional skills are acquired. boxallprofile.org

impaired development in the early years and can be resolved once the

Communication, Language and Literacy (CLL)

Encouraging confidence and independence.

Developing problem solving, conversational skills including social talk, negotiation, specific vocabulary relating to the natural world and role play.