**My Provision Map: How do you support my learning?**

**My name is Saffy My date of birth is 02.01.2018 My Key Person is Matt**

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| **Inclusive Practice Funding in place?** No | **Current Outcomes:*** To understand the daily routine using objects of reference
* To develop my play skills so that I am beginning to play in other areas of the provision and not only in the small world area.
 | **Focused programmes of support***, eg. Speech and Language plan, Social Communication Intervention Plan, Physiotherapy activities etc.** WellComm
* Venturing into Play
* Physiotherapy
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| **Breakfast/snack/mealtimes:**An adult will show me a plate to signal snack time and support me to move to the snack table. I like tangerines, an adult will give me a piece of tangerine and model for me to say “more tangerine” when I want more.  | **Greeting time:**A consistent adult will greet me and my Dad at the door as we come into pre-school. I like to drop off my brother before I go into my room. Once in my room an adult will ensure the Peppa Pig figures are available to support me to settle in for the day.  | **Story and rhyme times: *(large group times)***An adult will be alongside me during carpet time. The adult will model the songs and actions with me and give me lots of positive praise. I enjoy being given props during the songs and this will normally keep my attention for a bit longer. Once I have lost attention, an adult will support me with an activity near the carpet area where I can still hear.  |
| **Child initiated play:**Adult to ensure that there is a range of resources available to facilitate my transporting schema. Adult to play alongside me copying my play and modelling extended play.  | **Adult initiated play:**Adults to place Peppa Pig figures in different areas of provision to encourage me to enter other areas of provision. Adults to model different play strategies. Adults to follow my lead on which areas of the provision I want to enter.  | **Adult led activities: *(small group times)***Adult to set up messy play activities using dry resources initially and provide spoons etc to support me not to get my hands messy. Provide chunky resources for me to use to fill and empty and develop my fine motor skills.  |
| **Toileting:**Adult to use an object of reference (nappy) to prompt toileting time as part of the routine. Adult to support me by singing my favourite song (Wheels on the bus) whilst changing me. | **Rest /sleep times:**If I need quiet relaxation time, please guide me to the quiet area to sit on the cushions.  | **Transitions:**An adult will use consistent objects of reference to signal transitions. Adult will hang an object in the room to be used consistently throughout the session.  |
| **Outdoor play:**Adult to support me during outdoor play as I can be quite wobbly. Adult to support me to go on different play equipment to develop my gross motor skills.  | **Home time:**An adult will help me to transition to the door using my bag as a signal for home time. The adult will verbally feedback to my Dad at the end of the session.  | **Visits/visitors:**An adult will prompt me when a new member of staff is in the room by showing me their photograph and naming them. |