**Starlings Long Term Plan**

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| **The Starlings long term plan is linked to and references the Ashgate pre-formal and semi-formal curriculum** | | | |
| **Characteristics of effective learning** | Playing and exploring – engagement   * Finding out and exploring * Playing with what they know * Being willing to have a go   Active learning – motivation   * Being involved and concentrating * Keeping trying * Enjoying achieving what they set out to do   Creating and thinking critically – thinking   * Having their own ideas * Making links * Choosing to do things | **Topic Themes** | **Autumn – Toys**  **PH-RSE A sense of self and body awareness**  **PCI Eating and Drinking**  **Cognition – Number and Shape**  **Spring –**  **PH-RSE Expressing my own emotions and feelings**  **PCI Dressing and undressing**  **PCI Personal and intimate care**  **Cognition – Calculation and Measurement**  **Summer –**  **PH-RSE Selfcare and Safety**  **PCI Me and my community**  **Cognition – Time and Money** |
| **Communication** | The children in Starlings are in the early stages of intentional communication and use a wide variety of strategies to communicate. A number of children are also starting to work with more formal communication systems, such as high tech devices, symbol-based communication boards or using single symbols and sign.  Communication is taught both as an integral part of every activity throughout the school day and as a focus for at least one session each day. These are the areas that we will be focusing on:  **Responding** – Children will have the opportunity to respond to social events and activities including everyday activities, care routines and sensory stimuli.  **Interacting** – Children will have opportunities to interact with familiar people, show anticipation of familiar social activities and events and engage in familiar social activities and events.  **Intentional communicators** – Children will show preferences, likes and dislikes, in an intentional way, they will communicate choices, learn to express using informal and formal communication systems, understand objects of reference and key words associated with routines, make meaningful gestures e.g. point to something they want, vocalise and make a range of sounds, imitate sounds and early words/ phrases, begin to make choices using picture materials.  **Literacy** – A range of approaches including: sharing books with staff on an individual or paired basis, sensory stories supported by props either individually or as a member of the class group, massage stories using the Story Massage Programme [www.storymassage.co.uk](http://www.storymassage.co.uk), Story walks using sounds and sensory experiences, activities focusing on sound awareness through environmental sounds, Instrumental sounds, body percussion, rhythm and rhyme, alliteration and voice sounds. | | |
| **Implementation** | Hello time – Children will have individual targets for communicating during the session.  Snack time – Individual communication aids, communication board, PECS and individual symbols will be available throughout.  Self-awareness time – Communication aids available to allow children to request hygiene equipment where applicable.  Core boards will be accessible to children and adults throughout the day to allow for good communication partners.  Literacy sessions – Weekly sensory stories and story massage. | | |
| **Physical** | In Starlings class we aim to support all pupils in gaining and maintaining physical skills, in being as physically active as they can be and in using their physical skills to develop their independence and wellbeing.  **Body awareness** – Children will allow a range of different things to happen to their bodies. It is hoped that passive ‘allowing’ will become more active ‘enjoying’.  **Fine motor skills** – Children will work on grasping, releasing manipulating and using tools and equipment.  **Gross motor skills** – Children will work on their own individual programmes for sitting, standing and walking with support from Physio and OT.  **Mobility** – The team in Starlings class will encourage children to move in any way they can and to use that mobility in a range of different situations. | | |
| **Implementation** | Daily use of children’s individual equipment including walking and standing frames  Roar potential PE sessions  Shadow dance PE sessions  Weekly yoga sessions  Soft play  Daily fine motor activities  Wheelchair dance  Daily outdoor play  Forest school | | |
| **Cognition** | The children in Starlings class are working at a very early stage of development and need people around them who can help them to explore and interpret the world. They may have difficulty in making sense of that world and need many opportunities to handle and test out objects, look for patterns and sequences in experiences.  At least one session each day will focus on aspects of cognition. Skills may be encouraged through routine activities across the day or be the focus of a specific session. These will include:  **Technology** – The use of switches and other modalities such as Eye Gaze allows pupils to access a range of activities increasingly independently.  **Awareness** – Children should have the opportunity to use all functional senses.  **Exploration** – Children will explore objects, materials and substances using all parts of the body, especially those parts that pupils can move independently, however little.  **Control** – Making things move, operating toys and manipulating objects purposefully.  **Sequence, pattern, shapes** – Taking turns in repetitive games, anticipating routine events, recognising familiar places, responding to object queue, posting shapes.  **Number –** To listen and respond to number songs to 10. To begin to recognise numerals 1-10. | | |
| **Implementation** | Continuous provision – set up at all times to allow children to access objects and materials which will allow them to develop their cognition.  Attention Autism – Counting to 10 through rhymes and songs.  Problem solving activities – Shape sorters, inset puzzles and Cause and effect toys.  Switches – to control equipment and whiteboard.  Whiteboard time – Will use HelpKidzLearn.com with appropriate technology to support  PE Sessions with Elliot and Lucy will allow children to opportunity to use their functional senses  Music with Beth will allow for exploration and control of objects.  Sensory room sessions | | |
| **Personal Care and Independence** | In Starlings class we aim for all our pupils to be as independent as possible and develop skills for life.  Opportunities to teach personal care skills arise throughout the school day as part of daily and personal care routines and specific teaching sessions. These include:  **A sense of self and body awareness** – Children are supported in developing as rounded a sense of self as possible by teaching awareness of their face/ image.  **Eating and drinking** – Show awareness of food and drink in their environment responding to the sights and smells of mealtimes and cookery sessions, eat a variety of sweet and savory foods with staff support, accept drinks from a cup when being supported by an adult, pick up safe finger foods and take them to their mouths successfully, begin to go through the process of using cutlery and a variety of drinks vessels at meal times.  **Dressing and undressing –** Children will show an awareness of being dressed and undressed, assist when being undressed and dressed, offer limbs, finish taking off clothes once the process has been started by an adult, actively assist with putting on clothing, pull up pants/ trousers, put on their clothes when handed the correct item, put clothes on the right part of the body in the correct orientation, put their clothes on a peg, on a chair or in a box.  **Personal and intimate care** – Each child in the Starlings class has their own Personal care plan. Children will be working towards their own individual targets regarding intimate care.  **Me and my community –** Children will be encouraged to join in with class and whole school celebrations, play and work alongside children from other class groups in the outdoor environment, take part in visits in the local community or other locations, take part in sporting events such as the school sports day. | | |
| **Implementation** | Snack and lunch time – Class will follow the children’s individual feeding and swallowing plans from SALT alongside EHCP outcomes regarding food and drink.  Selfcare time – Daily sessions include teeth brushing, face washing, hair brushing, massage and foot spa  Hello time – Recognising themselves as individuals  Forest school  Class trips and visiting different places in the community | | |
| **Knowledge and Understanding of the World** | To be curious about people and show interest in stories about people, animals or objects that they are familiar with or which fascinates them  To look at and talk to adults about photos of those who are special to me, such as family members, brothers and sisters, friends and pets.  To enjoy stories about nature (birds, bees, snails, cats, dogs etc.)  To experience different weathers  To explore and shows interest in new and familiar experiences in nature: grass, mud, puddles, plants, animal life  To develop an understanding of the routine of the day | | |
| **Implementation** | Forest school – exploring different environments  Individual and class timetables using symbols | | |
| **Creative and Expressive Arts** | To explore and experiment with a range of media through sensory exploration and using whole body.  To notice and show an interest in the effects of making movements which leave marks.    To make marks intentionally on a surface with fingers or tools  To make large random strokes with a paintbrush  To explore paint using fingers and other parts of their bodies as well as brushes and other tools.  To watch the paper as they make marks  To mix different paint colours to create abstract work  To match common, primary colours  To experience a range of live and recorded music  Begins to show awareness when listening to rhymes or songs  Move their whole bodies to sounds they enjoy, such as music or a regular beat  Repeats actions that have an effect  Begin to look for an instrument or noise maker played out of sight | | |
| **Implementation** | Sensory play  Art activities  Mark making activities  Food exploration – mixing icing colours  Music with Beth  Holistic Music for Schools | | |