

# Starlings Autumn Medium Term Plan 2025

Link to Ashgate Pre-formal Curriculum and Ashgate Semi Formal Curriculum (upper band 2)

This term our topic 'Toys'. The children will gain an awareness of themselves, objects around them and making things work. This awareness is developed and embedded through a range of carefully planned and personalised sensory experiences such as poetry, stories, songs, games and musical and tactile experiences. See individual and weekly plans for specific activities.

## Communication

- Sign, listen and respond to **'My Presents' by Rod Campbell** and **'My favourite toys' Sensory** – See Session plans for differentiation/activities.
- Engaging with key story books - See individual plans
- Engage in a sensory story <https://anyflip.com/yghdj/afxh> – use CVI resources to support
- Use Project Core during shared reading experiences, with focus on core words 'finished' 'turn' 'look' 'turn'.

ELKLAN questioning

Singing and signing

Individual SALT programmes

Social Skills

Symbols

Picture exchange communication system PEC

Switches and communication aids

High tech devices

ICT programmes - beep beep, HelpKidzLearn, Lightbox, Clicker, Switch it.

### Learning objectives:

- To show preferences, likes and dislikes, in an intentional way (all children)
- To communicate personal choice (all children)
- To engage and respond to a literacy experience with, shared attention, recall and anticipation, purposeful behaviour, interest and excitement, contrasting moods, increased engagement, enjoyment and motivation (all children)
- To respond to familiar sounds and words, showing understanding of meaning (all children)
- To look at books randomly (all children)
- To lift flaps on board books (all children)
- To show an interest in and explores sounds in multi-sensory books (all children)
- To respond to familiar sounds and words, showing understanding of meaning (all children)
- To show preference for a certain story when given a choice (all children)
- To turn the page of an interactive story using a single switch (all children)
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## Cognition

- Focused activities - See individual plan
- **Attention Autism – Counting to 5 through rhymes**, five little ducks, five speckled frogs, five cheeky monkeys, 5 pumpkins.
- **'My Presents' Powerpoint** – Switch activated
- – See session plan for differentiation/activities
- Sensory afternoon sessions incorporating Art, Cooking and Fine motor skills (see weekly plans)

Continuous provision including stacking cups, sand and water, shape sorters, cause and effect toys switch adapted, inset puzzles, construction resources.

Exploring shape and number through sensory play.

Exploring numeral through counting songs, using CVI props and numerals.

**Learning objectives:**

- To transfer attention from one stimulus to another
- To activate toys that provide an interesting effect randomly
- To manipulate objects purposefully
- To use objects and materials according to their function
- To make things move deliberately with finer movements
- To show some enjoyment of action rhymes and songs
- To copy some actions during number rhymes and songs
- To begin to demonstrate an understanding of object permanence (all children)
- To begin to recognise some numerals between 1 -5 (JJ, KM, AB)
- To begin to recognise some numeral between 1-10 (JB)
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**Physical**

- Daily standing frame- See individual plan and daily timetable.
- Wednesday morning Wake up Shake and Roar Potential sessions.
- Yoga sessions every Wednesday
- Thursday morning Shadow Dance
- Thursday afternoon swings
- Friday morning community walk.
- Monday afternoon soft play sessions see individual session plans
- Daily access to outside play
- Red Rock Ponies on Monday am.

Occupational Therapy - See individual OT plans

Fine/Gross motor activities – See activity list

**Learning objectives:**

- To explore new environments (all children)
- To complete activities in my standing frame (AB,JJ,JB,NLK,PR)
- To develop my fine motor skills (all children)
- To make controlled movements (all children)
- To regulate my body (all children)
- To use equipment to pull up to high kneeling (AB, PR, JJ, NLK)
- To explore and experiment with a range of media through sensory exploration and using whole body (all children)
- To notice and show an interest in the effects of making movements which leave marks (all children)
- To begin to use a number of different tools for different purposes such as stirring, rolling (all children)
- To be more independent when using walking frames (AB & KM)
- See individual physiotherapy plans

**Personal care and independence**

- Self-Awareness Session - See session plan for differentiation/activities
- Sensory Room - See session plan for differentiation/activities

**Daily input through routines** - toilet skills, washing hands, using a spoon, communicating with others to get toys/ food, pushing limbs through clothing, following instructions

See individual Care Plans

**Social Skills** - playing alongside and sharing equipment, eye contact, reciprocal play, taking turns, 1:1

intensive interaction sessions

**Daily input through circle time:** responding to name; recognising peers; identifying themselves in a photo/ reflection; turn taking.

**Massage and Tacpac sessions:** Develop body awareness.

**Daily hygiene** - brushing teeth, washing hands/face

**Learning objectives:**

- To accept having my teeth brushed (all children)
- To accept having my face washed (all children)
- To independently brush my teeth and wash my face (KM & AB)
- To take part in the hygiene routine (all children)
- To play alongside children from other class groups in the outdoor environment (all children)
- See individual personal care plans and IEPs for toileting
- To begin to notice the effects of my actions when interacting with objects in the world around me (all children).
- To participate in massage and tacpac sessions.

**Creative and Expressive Arts**

- Weekly music with Toys theme and sounds in the environment. Songs: The nutcracker. Holistic music for schools
- Weekly sensory art sessions – see individual lesson plans
- Activities set up in continuous provision e.g. creative activities with different tools, access to musical instruments – printing, patterns, painting.
- Sensory cookery experiences – smell, taste and touch different foods, go on a shopping trip

**Learning objectives:**

- To explore and experiment with a range of media through sensory exploration and using whole body (all children)
- To notice and show an interest in the effects of making movements which leave marks (all children)
- To make marks intentionally on a surface with fingers or tools (all children)
- To experience a range of live and recorded music (all children)
- To show awareness when listening to rhymes or songs (all children)
- To take part in dance and movement sessions (all children)

**Suggested activities:**

- Trips to local parks, cafe, forest area and school grounds to give the children a wide range of sensory experiences. Focus on the smells, sounds and natural stimuli.
- Create sensory containers e.g. Different colours, textures, VI toys etc. Focus on smells, sounds, touch, taste and vision.
- Explore different sound affects using switches, IWB, outdoor walks.
- Toys and Autumn themed stories
- Toys and Autumn inspired busy trays
- Toys and Autumn themed what's in the box – Foundation for Phonics
- Read and share Pumpkin Soup by Helen Cooper (Ashgate reading list)