

Communication & Literacy

Share 'Being Healthy' using sensory props. See Session plan for differentiation/activities.

Use project core during shared reading experiences, with focus on core words: finished, turn, look, turn, go, next.

Engaging with key story texts on reading list: Funny Bones.

ELKLAN questioning

Singing and signing

Individual SALT programmes

Switches and communication aids

Reading and phonics

Sits and looks at a big book/ listens to a story as part of a group (upper band 2)

Watches staff point to pictures and listens as staff talk about the pictures (upper band 2)

Looks at books randomly and turns several pages (upper band 2)

Match pictures to pictures (band 3)

Recognise a picture of a familiar person. (Band 3)

To enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes (band 4)

Frequently looks at books (band 4)

Points to named objects in a book (Band 4)

To recognise s,a,t,p,i,n (band 5)

Writing

To explore early mark making (upper band 2)

To begin to understand that marks and symbols convey meaning e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable (upper band 2)

To use a variety of media to explore mark-making

Watches as marks appear on paper (upper band 2)

Uses whole arm when mark making (band 3)

Hold a writing implement with increasing control (band 3)

Lines of zigzag scribble across a page (band 3)

Communication

Uses sounds in play, e.g. 'brrrm' for toy car. (band 2)

Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) (upper band 2)

Autumn Term: Ourselves

This term our topic is 'ourselves' and we will be using the story 'Being Healthy' by Jordan Garret. The children will gain an awareness of themselves, their senses and how to stay healthy. This awareness is developed and embedded through a range of carefully planned and personalised experiences such as, stories, songs, games and musical and tactile experiences. See individual and weekly plans for specific activities.

All sessions will be taught through the Attention Autism approach.

Ideas –

Stage 1: mirror. infinity mirror, recorded sound buttons, people puppet, light up thumbs, peek a boo silk scarves, hairdryer or fan, bubbles, chatter teeth toy

Stage 2: paint on foil, paint on mirror tray, magnet face on round pizza baking tray stuck with shaving foam, glue and glitter faces on black sugar paper, jack in the box, draw faces in flour/shaving foam, cotton pad splat people

Stage 3: choose this or that for a turn (symbols), Mr crow food game, choosing toy box, weighted blanket sausage rolls, dancing robots, shaving foam people splat, baby shark, happy and you know it, head shoulders knees and toes choosing songs to sing too.



Cognition and Numeracy

Continuous provision including stacking cups, sand and water, shape sorters, cause and effect toys, one to one correspondence.

Exploring shape and number through sensory play.

Exploring numeral through counting songs, using props and numerals.

Shape space and measure – soft play finding shapes in the room handling shapes.

To show some understanding that things exist even when out of sight (upper band 2)

To demonstrate interest in position and the relationship between objects – soft play (upper band 2)

To handle and explore objects (upper band 2)

To recognise big things and small things in meaningful contexts (upper band 2)

To use the term 'big' and 'little' during a play activity. (band 3)

Begin to categorise objects according to size (band 3)

Children can make and change shapes out of pliable material (band 3)

Children use blocks and 3D shapes to create their own simple structures and arrangements. (band 3)

Children can match 2D shapes – classroom and soft play. (band 3)

Children can make patterns from 2 dimensional shapes. (band 4)

They can name basic 2 D shapes including a circle, square, triangle (band 4)

Children demonstrate an understanding of shape-based terminology for example, 'Where's the round shape?' or 'Pass me the box.' (band 4)

Number and place value

To show some enjoyment of action rhymes and songs (Band 2)

To do some actions during number rhymes and songs (band 2)

When I am playing with my toys or singing songs I will say/point to some number names (band 3)

I can consistently match the right numeral to a group of things from 1 to 5 (band 4)

They can demonstrate an understanding that the last number counted represents the total number of the count (band 4)

Children can develop their understanding of 1:1 correspondence when counting. (band 4)

ICT, using technology - Sensory room

To have opportunities to explore technology through play (band 3)

To explore technology in school (band 4)

PH+RSE

Self-Awareness and making relationships

Daily input through routines - toilet skills, washing hands, using cutlery, communicating with others to get toys/ food, getting dressed, 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.

Daily hygiene - brushing teeth, washing hands/face

Accept support to access equipment and/or strategies to help me with sensory regulation (band 2)

To begin to understand when they are happy, sad angry, worried, anxious, frightened, hungry, thirsty, tired etc (band 3)

Identify some different ways of communicating feelings and needs to others- facial expression/crying (band 3)

Share how we are feeling with a simple communication board (band 3)

Knowledge & Understanding of the World : Ourselves

This term we will focus on learning about ourselves, family and making new friends in Swans class. We will also begin to explore gender and recognising different parts of our body. Throughout the term we will celebrate different celebrations e.g. bonfire, Christmas etc.

My Family

To show an interest in the people in their lives (upper band 2)

To enjoy pictures and stories about themselves, their families and other people (upper band 2)

To begin to notice differences between people (upper band 2)

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. (band 3)

To point to the main features on their face and body when asked. (band 3)

To recognise familiar faces including their own reflection and other important people in their lives. (band 3)

To recognise photos of my friends, family and other special people and tell you who they are. (band 4)

Make connections between the features of their family and other families. (band 4)

To begin to make friends. (band 4)

To identify who is a boy and who is a girl. (band 4)

Special Celebrations and Faith

To show enjoyment in special celebrations. (upper band 2)

To explore different objects belonging to different cultures (upper band 2)

To identify special people at home/school from a personalised book (band 3)

To experience sensory based religious stories (band 3)

To experience festivals (band 3)

To name special people in their family and class (band 4)

Names characters in simple familiar religious stories (band 4)

Independence

Request to go to the toilet using a communication aid
Put shoes on with minimal support
Tidy up the equipment/toys I have been playing with
Carry own belongings to the bathroom

PE

Wide range of activities offered weekly: Wednesday Roar Potential sessions, daily wake up shake up sessions, daily sensory circuit opportunities, Thursday Shadow Dance, Wednesday community walk, soft play weekly (see individual session plan), bikes (Friday), daily access to outside play, flexibounce sessions daily as required, occupational therapy – see individual OT plans.

ROAR Sessions – Games through social and physical interaction focus

Climbing/movement sessions (Friday):

Pupil can stack 10 objects (such as cones) (band 3)

Pupil can stand up onto an object 2ft high (such as a gymnastics horse) (band 4)

Pupil can step down from an object 2ft high (such as a gymnastics horse) (band 4)

On command the pupil can start and stop moving (band 4)

Pupil can stack up to 15 objects (band 4)

Dance

With support pupil to copy some simple movements (upper band 2)

Children will begin to explore different actions/ dance movements with support. (upper band 2)

Pupil to move to different types of music. (band 3)

To make deliberate communication through movement. (band 3)

Sensory circuits

To complete 2 stages of a sensory circuit with an adult.

To accept adult support to transition from one sensory circuit activity to the next

Sensory breaks

Daily access to sensory circuits – in the morning complete this in sensory playground.

Alerting: crunchy snacks, exercise ball bounces, jumping, running circuit, climbing, energetic obstacle course, tickles, chasing game, skipping, dancing, shoulder shrugs.

Organising: balance circuit, lining up objects, posting objects, ordering and sorting tasks, complete a puzzle, tracing, yoga, dough disco, exercise ball rolling, ball or toy car pushing, bike/trike/scooter.

Grounding: carry or lift heavy objects, weighted blanket, deep pressure squeezes, massage limbs and head, dark den/ UV light, swaddled in blanket, massage brushes, TACPAC, wall pushes or press ups, humming, finger breathing

Complete a full 3 part circuit before starting a session

Creative & Expressive Arts

Music – exploring sounds / attention and listening skills focus

This term we have sessions with Beth – topic focus ourselves. Activity examples include body part songs, body percussion.

Imitate and improvise actions and sounds they have observed eg clapping, waving or humming (upper band 2)

Copy an action made on an instrument with support (upper band 2)

Begins to show awareness when listening to rhymes or songs (upper band 2)

Begin to look for an instrument or noise maker played out of sight (upper band 2)

Explores objects by linking together different approaches: shaking, hitting, pulling, turning (band 3)

Create purposeful sound using a keyboard or ipad (band 3)

Listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table (band 3)

Experience changes in tempo (band 3)

Art- tactile exploration and textures focus

See weekly sensory art session plans for activities. There will also be continuous provision activities e.g. textures in a tuff tray, sensory play with textures etc.

Explores different textures and fabrics (upper band 2)

To explore and experiment with a range of media through sensory exploration and using whole body. (upper band 2)

Mixes different paint colours to create abstract work (band 3)

Tears materials into small amounts (band 3)

Applies glue to something that needs sticking down with adult support (band 3)

To colour match materials (band 4)

To collage using natural materials (band 4)

Food Technology – sensory cooking experiences - taste and explore through fun with food sessions. The children will also buy the ingredients on their weekly community walk.

Children use their senses and begin to touch, smell, feel, listen to and taste new ingredients. (upper band 2)

Children taste a range of sweet and sour food items. (band 3)

Children begin to identify sweet and sour foods after tasting with adult support. (band 4)