

Literacy

Share 'Dinosaurs in the Supermarket' using sensory props. See individual target sheets for individual targets.
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: Owl Babies
ELKLAN questioning
Singing and signing
Individual SALT programmes
Switches and communication aids
Bucket sessions developing shared attention and engagement – stage 1 - 4

Reading and phonics ideas:

- Book Basket Exploration – baskets with sensory and board books.
- Staff modelling book exploration during free choice.
- "Find the Page" Game – pupils turn pages to locate images.
- Oversized laminated pages for easier turning.
- Rhyme Time Music Session using instruments.
- Rhyme Sorting with picture pairs (cat-hat).
- Action Rhymes with clapping and movement.
- Picture Snap with real-photo cards.
- Sensory Matching using tactile images.
- Velcro matching boards for picture-to-picture tasks.
- Letter Treasure Hunt around the classroom.
- Sand Tray Writing for tracing letters.
- Mystery Bag with objects beginning with target letters.
- Matching familiar words to pictures.
- Word Hunt around the classroom.
- Story mats for simple stories.
- Cut-and-stick sequencing strips.
- Interactive whiteboard drag-and-drop sequencing (clicker).
- Sign in with names/photos.
- "Find My Chair" labelled seating.
- Name puzzles cut into sections.
- Pause and predict during shared reading.
- Fill-the-gap storytelling using picture cues.
- Weekly Library Visits and story sessions with the local librarian

Writing

- Use chunky crayons, paint rollers, chalk and dabbers to make large marks.
- Messy trays with sand, foam or rice for exploring marks with fingers/tools.
- Outdoor water painting using big brushes.
- Use cars, rollers and textured tools to create tracks and patterns.
- mark make next to a photo to "tell a story".
- Create shopping lists for role play.
- - Make simple message cards using mark making.
- Draw zigzag "roads" or "lightning bolts".
- Music-inspired mark making with zigzags.
- Use crayons over textured surfaces for patterned zigzags.
- Fine motor stations: threading, tweezers, pegboards.
- Chunky pencils, triangular crayons and pencil grips.
- Tracing thick line pathways.
- Vertical surface writing on easels or windows.
- Place tools centrally so pupils choose a natural hand.
- Encourage single-hand tasks such as threading or scooping.
- Observe and gently reinforce emerging hand preference.
- Dough Disco (All) Squeeze, pinch, roll, flatten and poke movements.
Use music to guide dough movements.
- Story dough activities (e.g., make and change a character.

Number and place value

- Use props such as ducks, frogs or monkeys during counting rhymes.
- Use large floor numbers and encourage pupils to step or jump on the number said in the rhyme.
- Finger puppet counting to support action-based number songs.
- Movement action cards for children to copy during number songs.
- Number car park play - pupils match toy cars to numbered spaces.
- Number treasure hunts to find and point to hidden numbers.
- Posting boxes with numbers to match cards or objects.
- Model verbal counting during play, leaving pauses for children to fill in a number.
- Add two sets of toy animals or blocks and count the total.
- Snack-based adding such as combining two sets of raisins.
- Use ten-frames with two different colours to count all objects together.
- Push two piles of cubes together and count the combined set.
- Roll two dice and count objects to match for addition.
- Tell simple addition stories and count out the answer.
- Use bead strings to add two quantities visually.
- Use a large floor number line to jump forwards for 1 more and backwards for 1 less.
- Build towers with cubes and add/remove one to find 1 more/1 less.
- Story cards with scenarios for finding 1 more or 1 less.
- Number house activity where pupils place numbers showing 1 more/1 less next to the focus number.



Summer Term: Dinosaurs

This term our topic is 'dinosaurs' and we will be using the story 'Dinosaurs in the Supermarket'. The children will gain an awareness of time through dinosaurs. This knowledge 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 and we are using the APF to support with pupils barriers to learning. A range of learning objectives are listed for each topic area, these will not be set as specific PPTs, but a summary will be written on EFL for each topic area.

ICT, using technology – Exploring apps and e-safety

Exploring Apps

- Use cause-and-effect apps such as bubble pop, simple tap games, and Peppa Pig-style interaction apps.
- Offer creative apps including digital drawing, sticker apps, and simple music-making tools.
- Teach basic touchscreen skills such as tap, swipe, drag and hold through structured tasks.
- Provide visual choice boards for app selection to support independence and structure.
- Pair digital play with physical objects (e.g., drawing app paired with crayon play; animal app paired with toy animals).
- Introduce safe camera use by taking photos of toys, friends (with consent), or classroom items.

E-Safety

- Teach the golden rule: ASK AN ADULT FIRST before opening apps or pressing new buttons.
- Create visuals showing SAFE ADULTS children can go to (teacher, TA, key worker).
- Teach STOP-SHOW-WAIT for unexpected pop-ups or confusing screens.
- Simplify personal information rules: Do not type or say your name, school, or address online.
- Share social stories to model safe tablet use, showing one clear rule per page.
- Role-play with puppets: puppet presses wrong button → child helps puppet "ask an adult."
- Sorting game: GREEN = safe choices (asking for help, picking approved apps), RED = unsafe (clicking adverts, typing personal info).

Cognition and Numeracy

Time

- Highlight key vocabulary: before, after, next, sometimes
- Highlight key times in the day e.g. morning circle, snack time, work time, playtime etc
- Use a time table, showing these key symbols related to the key times. Some children may also need to be shown objects of reference.
- Model doing things 'fast' or 'slow'. Ask the children would they like to sing or do something fast or slow and then do so. Do this in an exaggerate manner. Play musical instruments fast or slow
- Use dolls or teddies to act out routines: Waking up, eating breakfast, getting dressed, playing, going to sleep. Narrate: "Before teddy sleeps, he puts on pyjamas. "Later teddy eats breakfast."
- Name the days of the week, sing a 'days of the week' song
- Discuss things done, naming the day, from the timetable on the previous day and the day to come
- Name the day, during morning circle time
- Use a timetable, either whole class or individual to support understanding of their day
- When asked, are they able to sequence their day (e.g. 3 daily activities), when offered symbols, placing them in the correct order. E.g. snack, work and dinner
- Can they talk about things they have done earlier in the day or the previous day?
- Can they talk about their morning / night time routines? Can they place key pictures of these in order?
- Discuss up and coming/past events
- Key vocabulary: stop, go, wait
- Model using time-based vocabulary when talking to the children e.g. we will be going for a walk in the morning and have PE in the afternoon. Talk about key times of the day e.g. play time, home time, breakfast time, bedtime
- Can the children answer questions correctly relating to a key time of the day e.g. what did you eat at breakfast time?
- Discuss morning and night time routines - children are able to answer questions about their morning or night time activities, when asked
- Count the numbers on the clock, explore model clocks.

Money

- Play with coins
- Role play shopping
- Match coins
- Sort silver and copper coins with minimal assistance
- Understand that shops sell things.
- Talk about their own shopping experiences.
- Educational visits
- Discuss the shops that children might go to for shopping. How do people pay for what has been bought? How much do things cost?
- Roleplay exchanging money.
- Create role play shop area for the children to play at buying and exchanging money
- Read stories about shopping / going to the shops
- Play 'I went to the shop and bought...' (supported with symbols to help remember)
- Model counting out money, pointing to each coin, saying the number aloud with each
- Use spots or frame counting mats to support counting correctly
- Use toy money to practise with
- Role play buying 5 objects, at a penny each
- Use 5 Numicon patterns to help with counting out pennies to 5
- Demonstrate matching coins. Hand out coins and show the children a photo. Is their coin the same? Look at similarities / differences
- Sort coins by size and their colour
- Use worksheets and concrete coins to practise matching and sorting these
- Create role play shop or café with realistic plastic money
- Ensure that the children have opportunities to hear money related language
- Model counting out money, with pennies pointing to each coin, saying the number aloud with each
- Role play buying 10 objects, at a penny each
- Use 10 Numicon pattern to help with counting out pennies to 5
- Model sorting coins into 2 groups eg silver and copper, 1ps and 2ps etc
- Match different coins to each other

Communication

- Car play with sounds such as “brrrm”, “beep beep” and “crash”.
- Farm animal play with sounds like “moo”, “baa”, “quack”.
- Emergency vehicle play modelling “nee-nah” siren sounds.
- Train track play encouraging “choo choo” and “toot toot”.
- Puppet play using sound-only communication.
- Turn-taking sound games with pauses to encourage vocalisations.
- Real object exploration baskets to encourage naming (banana, ball, teddy).
- Snack-time naming choices (e.g. “apple or banana?”).
- Picture-object matching with naming opportunities.
- Action songs emphasising verbs such as clap, jump, run.
- Verb modelling with toys (e.g. “Teddy jump”, “Teddy sleep”).
- Gross motor verb cards with children acting out simple verbs.
- Texture exploration for adjectives (soft, hard, rough).
- Big vs. small block play for adjectives (big, tiny).
- Instrument exploration for loud vs. quiet.

Sensory breaks

Daily access to sensory circuits in the garden.

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

Independence

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

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.*

Creative & Expressive Arts

Art- collage and strokes

Textured Collage Exploration

- Use materials such as felt, tissue paper, bubble wrap, feathers, buttons and ribbons.
- Provide trays for children to freely stick and arrange materials.
- Model sensory language: smooth, bumpy, soft, rough.

Big Shape Collage

- Provide large outlines (circles, animals, flowers) to fill with collage materials.
- Try one-colour or one-texture themed collages.

Stroke Exploration Trays

- Use trays filled with sand, foam, salt, paint or rice.
 - Model vertical lines, horizontal lines, circles, dots and zig-zags.
- Allow children to freely explore through touch and movement.

Paint Strokes with Tools

- Explore strokes using brushes, sponges, cotton buds, combs, forks or cardboard edges.
- Encourage repeating strokes such as up-down, side-to-side, and circular patterns.
- Use large paper, easels or floor rolls to support gross motor movement.

Cut-and-Stick Collage

- Provide pre-cut shapes or magazine pictures to arrange and glue.
- Use nature materials such as leaves or sticks for added texture.

Sensory Rainbow Collage

- Create a rainbow using different textures for each colour.
- Materials may include tissue paper, pom-poms, foil, foam shapes, ribbon or sequins.

Directed Stroke Patterns

- Use cards showing patterns such as lines, dots, circles and zig-zags.
- Children can copy patterns using crayons, chalk or paint sticks.

Big Movement Mark-Making

- Use giant brushes, mops or chalk for large strokes.
- Encourage long strokes, wide circles and side-to-side movements for gross motor development.

Music – showing enjoyment and creating music

Sensory Music Exploration

- Provide baskets of instruments such as shakers, bells, drums and rain sticks.
- Use sound-based sensory trays with foil, tubes, rice or water.

Beat and Rhythm Play

- Copy simple beats on drums or boxes.
- Explore fast and slow beats.
- Practice loud vs quiet sound-making.
- Add movement such as clap, tap and stamp to rhythm activities.

Action Songs

- Sing predictable songs such as “If You’re Happy and You Know It”.
- Support actions through modelling and repetition.

Magic Music Box

- Use a box to reveal instruments one at a time.
- Encourage children to explore each instrument briefly before switching.
- Music Choice Boards
- Use simple NOW/NEXT boards with instrument symbols.
- Allow children to choose the next instrument or activity.

Everyday Object Sounds

- Explore sounds using wooden spoons, plastic tubs, pots and pans. Encourage the question “What sound does this make?”
- Allow free exploration to create favourite sounds.

Vocal Play

- Use toy microphones for fun vocalising.
- Explore silly voices such as robot, whisper or giant voice.

Creating Simple Music

- Use picture cards to create simple patterns such as drum → bell → drum.
- Follow 2-step sound sequences such as tap then shake.
- Encourage children to “compose” by placing symbols in their own order.

Music Story Time

- Use sound effects for story events such as drum for dinosaur stomps.
- Create sensory stories with rainmakers, shakers or chimes.
- Encourage movement or sound to match story characters.

PH+RSE

Focus - Healthy Lifestyles/selfcare support and safety/Growing and changing/ Buddy Award Presentations

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

Healthy Lifestyles:

- Exploring healthy foods using tasting trays and sorting healthy vs treat items.

- Movement and exercise sessions with simple action stations.

- Dance and movement songs to support motor development and physical activity.

- Hydration station with visual prompts encouraging independent drinking.

- Sleep and rest routine visuals to promote awareness of healthy habits.

Selfcare support and safety:

- Handwashing routines using FIRST–NEXT–THEN visuals and soap.

- Toileting awareness with picture sequences and doll role-play.

- Dressing skill practice using fastenings boards and coat routines.

- Basic safety awareness using red/green choice boards.

- Road safety role-play using toy cars and zebra crossing mats.

- community walks

- Mealtime routines with visual sequences and play food modelling.

Growing and Changing:

- Baby vs big kid sorting using photo cards.

- Measurement activities such as height charts and handprints.

- Exploring changes over time using plant-growing projects.

- Learning body parts and functions with songs and puzzles.

- Routines and daily cycle discussions with simple morning–afternoon–home visuals.

Knowledge & Understanding of the World : The World through time

This term we will focus on learning about The World Through time with a focus on dinosaurs. Throughout the term we will also celebrate different celebrations.

Dinosaurs

Sensory Dinosaur Play

- Create a dinosaur small world tray using soil, sand, leaves and dinosaur figures.
- Add a swamp section with water for children to explore textures.
- Model vocabulary such as big, small, stomp, roar during play.

Dinosaur Bone Dig

- Hide plastic bones or dinosaur figures in sand or rice.
- Provide brushes and tools for children to excavate items.
- Encourage simple problem-solving and fine motor development.

Dinosaur Footprint Maths

- Place large dinosaur footprint cut-outs on the floor for counting and jumping.
- Measure everyday objects using dinosaur footprints.
- Talk about big and small footprints.

Dinosaur Art & Craft

- Create salt dough fossils by pressing dinosaurs or leaves into dough.
- Make handprint dinosaurs and decorate with googly eyes and spikes.
- Use collage materials to create dinosaur spikes or textures.

Dinosaur Story Time

- Read simple dinosaur stories and encourage acting out movements.
- Match dinosaur pictures to story characters.
- Sequence 2–3 events from the story.

Dinosaur Music & Movement

- Play music for a dinosaur stomp dance including actions such as stomp, creep and roar.
- Use drums to explore loud and quiet dinosaur sounds.

Dinosaur Sorting & Matching

- Sort dinosaurs by size (big/small).
- Match dinosaur shadows or footprints to the correct dinosaur.
- Sort herbivores and carnivores using simple visuals.

Dinosaur Egg Discovery

- Freeze dinosaurs inside balloons to create frozen eggs and explore melting.
- Hide plastic eggs around the room for a sensory egg hunt.

Volcano Science Play

- Create a volcano using dough or sand and add bicarbonate and vinegar for an eruption.
- Position dinosaurs around the volcano for imaginative play.

Communication Activities

- Use symbols or cards for “choose a dinosaur”.
- Model dino sounds such as roar, stomp, chomp.
- Play simple turn-taking games like pass the dinosaur.

Knowledge & Understanding of the World : The World through time

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Special Celebrations and Faith

Eid al-Adha

- Create moon and star crafts using foil, glitter and textured paper.
- Explore an Eid sensory tray with rice, gold coins and spice jars
- Share simple foods such as dates or flatbread to model celebration and togetherness.
- Decorate simple prayer mat crafts using felt and ribbon shapes.

Pride Month

- Rainbow sensory play using rice, scarves or pom-poms.
- Share stories celebrating different families and kindness.
- Create rainbow art such as handprint rainbows or finger-painted arcs.

Refugee Week

- Use a suitcase sensory story filled with familiar, comforting objects.
- Decorate paper dolls of different skin tones to promote inclusion.
- Create a kindness tree by adding leaves with pictures of kind actions.

Summer & Changing Seasons

- Go on nature scavenger hunts to find leaves, flowers and sticks.
- Plant and observe sunflower or cress seeds growing over time.
- Explore ice and warm water to understand seasonal temperature changes.
- Hold an outdoor picnic to develop social and sharing skills.

Hindu & Sikh Summer Customs

- Make simple rangoli patterns using coloured rice or chalk.
- Thread paper flowers to create garlands.
- Explore light and colour using sensory lights or scarves.

PE

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

Gymnastics (Friday):

Animal Movement Gymnastics

- Bear walks – hands and feet on the floor.
- Frog jumps – squat and jump movements.
- Snake slither – tummy on the floor.
- Giraffe stretch – reaching tall.
- Kangaroo jumps – two-foot jumps.

Soft Play Obstacle Course

- Crawl under tunnels or tables.
- Step over lines or low beams.
- Balance on benches or taped lines.
- Roll on mats.
- Jump off low blocks onto soft mats.

Balance Basics

- Walk along a straight line on the floor.
- Practice one-foot balances with support.
- Freeze poses such as star, pencil, tuck.
- Beanbag balancing on head or hand.

Rolling Skills

- Log rolls – rolling sideways while straight.
- Tuck rolls – curled forward rolls with support.
- Rocking in a tuck shape for core strength.

Gym Shapes

- Star shape, straight or pencil shape, tuck shape, straddle shape, log shape lying straight.

Jumping, Landing & Climbing

- Jumping from low height with safe bent-knee landings.
- Step up and down from benches with support.
- Climbing on soft play and sliding down safely.

Ribbon, Scarf & Hoop Movement

- Move ribbons in waves and circles.
- Throw and catch scarves.
- Roll and chase hoops.
- Make large and small movement shapes.

Partner & Group Games

- Follow-the-leader movement games.
- Copy-me actions with an adult or peer.
- Mirror poses and simple sequences.

Gymnastic Story Adventures

- Act out themed movements such as dinosaur stomping or jungle crawling.
- Follow a movement story involving jumping, balancing and rolling.

