

Half-Termly Planning

Education should develop each child's personality, talents and abilities to the fullest (Article 29)

THEME/TOPIC: Our Community	CLASS: Braille
TERM: Spring 2	DATE: 21/02/22

Core Curriculum	Equals Learning Intention(s) to be covered this half term	DIFFERENTIATED LEARNING EXPERIENCES						
		Week 1: 21-2-22	Week 2: 28-2-22	Week 3: 7-3-22	Week 4: 14-3-22	Week 5: 21-3-22	Week 6: 28-3-22	Week 4: 4.4.22
<p style="text-align: center;">My Communication</p> <ul style="list-style-type: none"> - Imperative - Following instructions - Declarative - Dynamic - Narratives - Social interactions - Peer to peer - Reading/writing - Non-verbal - AAC 	<p><i>To work on I want.... communications</i></p> <p><i>To engage in a declarative 'conversation' with another</i></p> <p><i>To tolerate others in their space or to request time away from the group</i></p> <p><i>To make a supported positive choice from two given options</i></p> <p><i>To tolerate others in their space or to request time away from the group</i></p> <p><i>To extend a formal greeting into a short conversation with a familiar adult</i></p> <p><i>More engagements in communicative learning</i></p> <p><i>To use appropriate physical contact with a peer</i></p> <p><i>To positively gain the attention of another person</i></p> <p><i>To turn take with another person</i></p> <p><i>To respond appropriately to a greeting from a familiar adult</i></p> <p><i>To communicate needs and wants with peers</i></p>	<p>Morning and afternoon circle time</p> <ul style="list-style-type: none"> - Modelling to appropriately respond to a greeting - Introducing and learning the days of the week <ul style="list-style-type: none"> - Introducing and learning colours of the day - Visual prompts to support with engagement and understanding <ul style="list-style-type: none"> - Sharing attention - Positively sharing space - Choosing opportunities - Learning the weather and the date of the given day <ul style="list-style-type: none"> - Personal identity (name, emotion) - Sharing with a group (an event from the evening before and what they had for dinner) <p style="text-align: center;">Directing a question to an adult (what that did the evening before and what did they have for dinner?)</p>						
		<p>Individual Work TEACHH Stations</p>						
		<p>SALT Focuses</p> <p>All:</p> <ul style="list-style-type: none"> -Visual Supports -Visual Schedule - Use of TEACCH approach for learning tasks - Stage 2 and 3 Attention Autism 						
				<p>1</p> <ul style="list-style-type: none"> - use PECS at phase 4. Sentence level at requesting items of motivation with a sentence strip - Now and Next Board 	<p>2</p> <ul style="list-style-type: none"> -To use process of Colourful Semantics to improve his sentences construction and content - Level B questions -Cause and effect picture/scenario 	<p>3</p> <ul style="list-style-type: none"> - To use process of Colourful Semantics to improve his sentences construction and content - narrative descriptions - cause and effect picture/scenario 	<p>4</p> <ul style="list-style-type: none"> -To use process of Colourful Semantics to improve his sentence construction and content -build on noun and verb vocabulary -Now and Next board 	
		<p>5</p> <ul style="list-style-type: none"> -To use process of Colourful Semantics to improve her sentences construction and content -Level B question -Cause and effect picture/scenario -narrative descriptions 	<p>6</p> <ul style="list-style-type: none"> -Colourful Semantics -Level B questions -cause and effect picture/scenario -Level B questions -Now and Next Board 	<p>7</p> <ul style="list-style-type: none"> - use PECS for requesting items of motivation - Now and Next Board 	<p>8</p> <ul style="list-style-type: none"> -to use process of Colourful Semantics to improve her sentences construction and content -Level B questions build on noun and verb vocabulary 			
<p>Cookery Purpose:</p> <ul style="list-style-type: none"> - PECS opportunity to request items 								

- Verbally requesting desired items
- Developing independent life skills
- Sharing attention and space as a group
- Turn taking of utensils and waiting
- Learning seasonal and festive foods
- Following step-by-step instructions
- Checking off a list of ingredients

Week 1: Rolled Pizza Week 2: Apple Doughnuts Week 3: Week 4: Chocolate Chip Mint Milkshakes (St P day) Week 5: spring fruits crumble Week 6:
Week 7: Easter Egg making

Reading/writing/phonics (Derived from SALT Targets)

- Colourful Semantics (All)
 - Short narrative writing related to (Who/Where/When/what/Ending)
 - Narrative Stories
- PECS Storybooks, what can I see/ hear activities scratch and sniff books)-working towards I smell, and phase five adding colour to sentence
 - Handwriting (after circle time-date, something they are doing that day and the weather)
 - Letter recognition and formation
 - 200 high frequency words (spelling and sentence formation)
 - CVC Words
 - Phonics Books
- Theme story of the week, adapted for X to incorporate visual support

Writing related to stories read when applicable

Story massage/sensory story/PECS story books (**AA, SR**)
Narrative Stories/ Relating weekly theme story

•

Canine therapy input

Attention Autism Bucket Stage 2 Stage 3						
---	---	---	---	---	---	---

AREAS OF LEARNING	Equals Learning Intention(s) to be covered this half term	DIFFERENTIATED LEARNING EXPERIENCES						
		Week 1: 21/02/22	Week 2: 28/02/22	Week 3: 7/03/22	Week 4: 14/03/22	Week 5: 21/03/22	Week 6: 28/03/22	Week 7: 4/04/22
My Thinking and problem solving	<p><i>To gain access to my favourite..... toy, snack, drink, I-pad, piece of flappy string</i></p> <p><i>Recognising that the thing that I want, or need is not working, is broken, does not fit</i></p> <p>To communicate a want/need</p> <p>Shows awareness of the results of own actions on the feelings of others</p>	<ul style="list-style-type: none"> - X: PECS – requesting for cheese from bag in morning, water, hand gel, preferred song in circle time and preferred YouTube video in choosing time. Sabotage used to encourage AA to independently look in PECS book to find desired symbol for exchange (put symbol towards back of PECS book). <ul style="list-style-type: none"> - X PECS- requesting desired play items (books), snack items, water, knife and fork for lunch and water. - X: to communicate when she needs the toilet with the support of a visual aid to then progress to a verbal request. - X To communicate when he needs time away to the calm space from the group or a triggering situation to regulate himself. <ul style="list-style-type: none"> - X: To communicate if she requires a particular item for an activity rather than waiting for support from an adult. 						

AREAS OF LEARNING	Equals Learning Intention(s) to be covered this half term	DIFFERENTIATED LEARNING EXPERIENCES						
		Week 1: 21/02/22	Week 2: 28/02/22	Week 3: 7/03/22	Week 4: 14/03/22	Week 5: 21/03/22	Week 6: 28/03/22	Week 7: 4/04/22
My Independence	<p><i>Development of the fine and gross motor control needed</i></p> <p><i>Understanding the sequence of getting dressed/undressed</i></p> <p><i>Considers possible consequences of actions for self</i></p>	<p>X: To develop her fine motor skills to dress independently such as orientating and turning her clothing (this will be practiced in P.E. twice a week as well as fine motor skills sessions in class.</p> <p>X: To improve fine motor skills improve her ability to feed herself appropriately. This will be supported through initial adult support at lunch in addition to fine motor skills sessions where cutlery will be used to cut different shaped playdough. For Ashlyn to also dress herself independently and orientating her clothes appropriately.</p>						

My Citizenship		Week 1: 21/02/22	Week 2: 28/02/22	Week 3: 7/03/22	Week 4: 14/03/22	Week 5: 21/03/22	Week 6: 28/03/22	Week 7: 4/04/22
	<p>To identify and name external parts of the body</p> <p>To explore names and actions of emotions</p> <p>To know that there are private places where we dress and undress</p> <p>To identify emotions and related actions to those emotions</p>	<p><u>Health education activity</u></p> <p>X - flashcard questions</p> <p>X - flashcard questions with visual supports for each question</p> <p>-body parts match activity - X</p>	<p><u>How Big is my Problem?</u></p> <p>-Matching activity with scenario cards adapted to relate to relevant events in their lives</p> <p>X</p> <p>-Matching activity with simpler scenario cards adapted to relate to relevant events in their lives with visual support for each scenario</p> <p>- X</p> <p>-body parts match activity X</p>	<p><u>Emotion work activities</u></p> <p>Identifying an emotion from scenario pictures and explain how they know that person is feeling that emotion (smiling, crying etc.)</p> <p>X</p> <p>Identifying an emotion from scenario pictures</p> <p>X</p>	<p><u>Health education activity</u></p> <p>X flashcard questions</p> <p>X flashcard questions with visual supports for each question</p> <p>-body parts match activity x</p>	<p><u>Friendship</u></p> <p>Scenarios about being a good friend, bad friend, how to help our friends if...</p> <p>X- slightly different scenarios with visuals to support comprehension</p>	<p><u>How Big is my Problem?</u></p> <p>-Matching activity with scenario cards adapted to relate to relevant events in their lives</p> <p>X</p> <p>-Matching activity with simpler scenario cards adapted to relate to relevant events in their lives with visual support for each scenario</p> <p>X</p> <p>-body parts match activity X</p>	<p><u>Emotion work activities</u></p> <p>What they can do if they are feeling a particular emotion</p> <p>X</p> <p>Identifying an emotion from scenario pictures</p> <p>X</p>
AREAS OF LEARNING	Equals Learning Intention(s) to be covered this half term	DIFFERENTIATED LEARNING EXPERIENCES						
<p>Topic Theme- Our Community</p>	<p>The World About me – <u>Festivals</u> (Pancake Tuesday, St Patricks Day, Mother’s Day, Learning about and from Ramadan, Easter)</p> <p><u>Foods</u> (To explore the importance of food within cultural and religious festivals)</p> <p><u>Seasons</u> (To use supporting evidence to confirm seasonal changes- spring)</p> <p><u>Community</u></p> <p><i>To recognise those people who are most important to me</i></p> <p><i>To find out more about the jobs that people do</i></p> <p><i>To explore how relationships have a two-way working basis (helping us and others)</i></p> <p><i>To look at the way other people are different to us and the same as us</i></p>	Week 1: 21/02/22	Week 2: 28/02/22	Week 3: 7/03/22	Week 4: 14/03/22	Week 5: 21/03/22	Week 6: 28/03/22	Week 7: 4/04/22
		<p>What does community mean</p> <p>X: What can I see story about a jungle family (interactive story on the board then using their PECs to say ‘I see...’)</p>	<p><u>Pancake Tuesday:</u> What it is, when is it, what we do, why we make Pancakes</p> <p>X: ‘I see...’ activity- pancake theme</p> <p>Everyone to get Pancakes and choose toppings</p> <p><u>Our community:</u> What places are in our community- shops, hospitals, police stations etc. and then relate that to our community Croydon</p> <p>Cut and stick activity of places in the Croydon community</p> <p>X- Matching activity pictures of places (matching symbols of places)</p>	<p><u>Our community</u></p> <p>Our families and important people in our lives and that make up our family community</p> <p>-Fill in all about my family sheet at home with family and share in small group</p> <p><u>Our community</u></p> <p>Important people in our community and what their jobs are in the community</p> <p>Matching activity- sorting where people work (farmer-farm)</p> <p>X</p> <p>Matching activity of family members in their families (identifying mum, dad, sister etc.)</p> <p>X</p>	<p><u>St Patricks Day</u></p>	<p><u>The beginning of spring</u></p> <p><u>Learning about spring-</u> focusing on things growing, what plants need to grow and why that starts in spring</p> <p>X- cut and stick activity matching associated with the sequence of a plant growing</p> <p>X- ‘I see....’ Activity based on spring</p> <p><u>Mother’s Day</u></p> <p>Learning that it’s Mother’s Day and making a card</p> <p>X- to make card but in a form of a PECs activity requesting materials, tracing X mark making X</p>	<p>Walk in the woods and trying to spot the signs of Spring</p> <p>Each will have a clipboard with visuals associated with some things they may see and try and get the children can the find anything in the woods that matches the visuals</p> <p>X- sensory experience. Finding leaves, flowers etc- touching and smelling them (visual symbols to support comprehension of objects)</p> <p>Using the decorated pot to plant cress and learning how to do that and how to take care of them- What plants need to grow</p> <p>X matching activity first on sequence of potting a plant and then all come together to pot the plants (visuals for support)</p> <p>X- PECs activity potting a plant</p>	

Creativity	<p>My Music</p> <ul style="list-style-type: none"> To recognise that instruments are everywhere and in everything To react to changes in tempo To lay over an additional but complimentary tempo To create both musical and physical changes in tempo. To encourage a group composition dynamic To recognise that rhythm can be created using anything to hand (or foot!) To copy a simple or complex rhythm To relate rhythm to song and movement To explore musical interactions and to relate these to a communicative experience. 	Music Therapy with Denzel on Fridays As a group	Music Therapy with Denzel on Fridays As a group	Music Therapy with Denzel on Fridays As a group	Music Therapy with Denzel on Fridays As a group	Music Therapy with Denzel on Fridays As a group	Music Therapy with Denzel on Fridays As a group	Music Therapy with Denzel on Fridays As a group
	<p>My Art:</p> <ul style="list-style-type: none"> Exploring different textures Exploring fine motor movement and mark making Encountering mark making and the use of hands and feet to create line and space 	 <p>Community Helpers to follow instruction flip chart. Getting the appropriate material and following a step-by-step instruction on how to complete the task</p> <p>Communication opportunity for X for materials and colours</p>	 <p>Weather Clouds to follow instruction flip chart. Getting the appropriate material and following a step-by-step instruction on how to complete the task</p> <p>Communication opportunity for X for materials and colours</p>	<p>Tinfoil Painting to follow instruction flip chart</p> <p>Communication opportunity for X for materials and colours</p> 	 <p>Shamrock collage to follow instruction flip chart</p> <p>Communication opportunity for X for materials and colours</p>	 <p>Plant pot decorating to follow instruction flip chart</p> <p>Communication opportunity for for materials and colours</p>	to follow instruction flip chart Communication opportunity for X for materials and colours	to follow instruction flip chart Communication opportunity for X for materials and colours
My Physical well-being	<p>To learn how to relax</p> <p>To prepare for an activity as a regular routine</p> <p>To identify different emotions in self and others</p> <p>Self-regulation. By each individual learner understanding that whilst life inevitably deals everyone times of stress and anxiety, there are routine solutions that are always available should the learner choose to take them</p>	<ul style="list-style-type: none"> - To request the calm space or to accept the verbal prompt from an adult to go to the calm room and to practice relaxing stagies (having space, listenting to a fairytale story) - To be able to follow daily schedual and now and next board and transition to the next activity. For example that if we have P.E SR goes and gets P.E. kit. - To do some emotion work and to work on casue and effect scenario and to them to inference the emotions from the scenario. Using and emotion board in the moment when they are feeling a certain way. - 						
My Play and Leisure	<p>Partaking in P.E</p> <p>Going for a Walk</p> <p>Small Group games</p>	<p>All- To do P.E twice a week. Follow instructions and games set out during P.E</p> <p>All- to play communication games in small groups and mixed groups intergrating Nazreen class and Gates class</p> <p>Lego Theapy TACPAC</p>						

SCHOOL VALUES AND ETHOS

Communication	Problem Solving	Independence	Well-being
<p>Developed across every aspect of teaching – is at the heart of each lesson, especially:</p> <ul style="list-style-type: none"> • Attention Autism – focusing on key vocabulary, • Topic activities including science • SALT sessions and implemented SALT work within the classroom, • Circle time • 1-1 work with staff, • Snack and lunch time, • Zones of regulation, • Canine Therapy • Sensory explorations (e.g., TACPAC) 	<ul style="list-style-type: none"> • Zones of regulation • Science activities • Numeracy lessons and activities • Cookery • Lego therapy • Music • Topic activities • Zones of regulation 	<ul style="list-style-type: none"> • Snack time, • Morning play/choice • Independent work • ICT research • The Arts • Topic work • Cookery • Lego therapy 	<ul style="list-style-type: none"> • Physical education, • Morning yoga, • Sensory circuits, sensory room and TACPAC/Discovery Box • Class reward system • Zones of Regulation • Topic work • Cookery • Fine motor skills • Outdoor play • Drama room / roleplay area • Canine therapy

Reflection/Formative Action