

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

Half-Termly Planning	
THEME/TOPIC: Senses	CLASS: Gates
TERM: Spring 2	DATE: 21.02.22 → 04.03.22

Core Curriculum	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: 04.03.22
My Communication <ul style="list-style-type: none"> - Imperative - Declarative - Social interactions - Peer to peer - Non-verbal - AAC 	<p>To be able to independently initiate a pecs exchange for a desired activity using his I want strip</p> <ul style="list-style-type: none"> • To work on I want, & I see.....communications <p>To develop I see sentences during various activities</p> <ul style="list-style-type: none"> • To engage in a declarative 'conversation' with another • To work on I want, & I see.....communications <p>To exchange his zone pecs when he needs a sensory/movement break.</p> <ul style="list-style-type: none"> • To work on I want communications <p>To exchange a toilet symbol with support of an adult when he wants to be changed</p> <ul style="list-style-type: none"> • To work on I want communications • To positively gain the attention of another person <p>To take turns during lunch and snack to develop his ability to wait when he desires an object or activity</p> <ul style="list-style-type: none"> • To use appropriate physical contact with a peer • To tolerate others in their space or to request time away from the group. <p>Exchange his zone pecs when he needs a movement/ sensory break.</p> <ul style="list-style-type: none"> • To make a supported positive choice from two given options <p>To exchange each snack and lunch item he would like during snack and lunch times</p> <ul style="list-style-type: none"> • To build up a bank of clear and unambiguous likes and dislikes. <p>Develop turn taking ability during shared activities.</p> <ul style="list-style-type: none"> • To turn take with another person • To tolerate others in their space or to request time away from the group. <p>transition and make positive choices to a calming zone with the support of staff when he is starting to become unregulated</p> <ul style="list-style-type: none"> • To follow a simple single instruction • To positively gain the attention of another person 	<p style="text-align: center;">Morning and afternoon circle time</p> <p style="text-align: center;">All - Focus on Self-identity, All - Visual aids to support transition of home to school All -Focus on days of the week, All - Focus on colours of the day All - Focus on whole group turn taking Most - Positive shared space interaction All - Modelling whole group greetings</p>						
		SALT Focuses						
		1	2	3	4			
		VISUAL LEVEL = COLOUR SYMBOL'S PECS LEVEL = STAGE 5 ATTENTION LEVEL = STAGE 2	VISUAL LEVEL = Objects of Reference PECS LEVEL = n/a ATTENTION LEVEL = attempting STAGE 1	VISUAL LEVEL = COLOUR SYMBOL'S PECS LEVEL = STAGE 5 ATTENTION LEVEL = STAGE 2	VISUAL LEVEL = COLOUR SYMBOL'S PECS LEVEL = STAGE 3 – extend to 4 ATTENTION LEVEL = STAGE 1 – extend to 2			
5	6	7						
VISUAL LEVEL = COLOUR SYMBOL'S PECS LEVEL = STAGE 3 – attempt to move to stage 4 ATTENTION LEVEL = STAGE 1	VISUAL LEVEL = COLOUR SYMBOL'S PECS LEVEL = STAGE 4 ATTENTION LEVEL = STAGE 1 extend to 2	VISUAL LEVEL = COLOUR SYMBOL'S PECS LEVEL = Moving to STAGE 4 ATTENTION LEVEL = STAGE 1 NOW STAGE 2						
<p>X – individualised workstation lessons 'I want' pecs communications, 10 sessions per week X – individualised workstation lessons 'I see' pecs communication, 5 sessions per week X - Educational environment zoned and supported I want strips to gain access X - Snack and lunch supported with pecs requests for items</p>								
Intensive interaction focus tolerating another person	Intensive interaction focus tolerating another person	Intensive interaction focus tolerating another person	Intensive interaction focus tolerating another person	Intensive interaction focus tolerating another person	Intensive interaction focus tolerating another person			
Appropriate play	Appropriate play	Appropriate play	Appropriate play	Appropriate play	Appropriate play			
<p>sensory story</p> <p style="text-align: center;">Students to work through one book per session during individual sessions. From a list of;</p> <ul style="list-style-type: none"> <li style="width: 50%;">• That's not my dinosaur <li style="width: 50%;">• That's not my piglet <li style="width: 50%;">• That's not my train <li style="width: 50%;">• That's not my lion <li style="width: 50%;">• That's not my puppy <li style="width: 50%;">• That's not my teddy <li style="width: 50%;">• Never touch a spider <li style="width: 50%;">• That's not my pirate <li style="width: 50%;">• Never touch a panda <li style="width: 50%;">• Animals <li style="width: 50%;">• That's not my car <li style="width: 50%;">• That's not my bunny 								

Be able to request for a snack using pecs when he is hungry

- To work on I want communications
- To positively gain the attention of another person

To exchange a toilet picture with support of an adult when he needs to go to the bathroom

- To work on I want communications
- To positively gain the attention of another person

TEACCH workstation tasks

1 - Pecs based I see communications tasks identifying aspects of stories to corresponding characteristics.

2 - Shape sorting via colour, or size.

3 - Fine motor threading, pecs based to support lesser motivated communications

4 - Pecs based I want communications tasks during art, fine motor, choosing, and games sessions

5 – 1 – 5 number and quantity booklets

All – All about me / identifying self against corresponding photos in various contexts.

Canine therapy input

Attention Autism Stage 1 – Musical toy, flashing spinner, balloon rockets	Attention Autism Stage 1 – Musical toy, flashing spinner, balloon rockets	Attention Autism Stage 1 – Musical toy, flashing spinner, balloon rockets	Attention Autism Stage 1 – Musical toy, flashing spinner, balloon rockets	Attention Autism Stage 1 – Musical toy, flashing spinner, balloon rockets	Attention Autism Stage 1 – Musical toy, flashing spinner, balloon rockets
Stage 1 & 2 – Foam splat	Stage 1 & 2 – Lemonade fountain	Stage 1 & 2 – Paint butterfly	Stage 1 & 2 – Dancing Rice	Stage 1 & 2 – Glitter fireworks	Stage 1 & 2 – Balloon popping

AREAS OF LEARNING

Equals Learning Intention(s) to be covered this half term

DIFFERENTIATED LEARNING EXPERIENCES

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My Thinking and problem solving

To be able to independently initiate a pecs exchange for a desired activity using his I want strip

- To communicate a want/need.

Exchange his zone pecs when he needs a movement/ sensory break.

- To communicate a want/need.

To exchange each snack and lunch item he would like during snack and lunch times

- To acknowledge that I want/need equipment.

To exchange a toilet symbol with support of an adult when he wants to be changed

- To communicate a want/need.

To exchange a toilet picture with support of an adult when he needs to go to the bathroom

- To communicate a want/need.

– I want communications used in individual workstation sessions 10 per week.

– Scheduled choosing regulation sessions. 20 to 30 per week

– Sabotage used to prevent negative choices to gain a desired object or zone, e.g. busting through a door to get outside. Object put behind a communication task to link cause and effect and evidentially the importance of communicating. 25 per day.

Toilet symbols used to signify toilet zones, corresponds to visual aids to help students communicate toilet needs.

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