



AREAS OF LEARNING	Equals Learning Intention(s) to be covered this half term	DIFFERENTIATED LEARNING EXPERIENCES						
		Week 1: 01.11.21	Week 2: 08.11.21	Week 3: 15.11.21	Week 4: 22.11.21	Week 5: 29.11.21	Week 6: 6.12.21	Week 7: 13.12.21
My Physical development	<p>To develop gross motor skills using large play equipment.</p> <p>To select, access and use a wheeled toy appropriately</p>	Bikes and scooters Trampoline Swings	Bikes and scooters Trampoline Swings	Bikes and scooters Trampoline Swings	Bikes and scooters Trampoline Swings	Bikes and scooters Trampoline Swings	Bikes and scooters Trampoline Swings	Bikes and scooters Trampoline Swings

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My Independence	<p>Dress and undress for PE using visuals and verbal prompts.</p> <p>To maintain focus and attention during a work related activity for 10 minutes.</p> <p>Use fine &amp; gross motor skills for everyday living.</p> <p>Knowing body parts</p> <p>Identifying items of clothing</p> <p>Putting on and taking off various items of clothing</p>	<p><b>Morning and afternoon circle time</b>  <b>Hello song (whole group)</b>  ALL- Hang coats &amp; bags on pegs.  MOST- Check schedule &amp; follow mini schedule.  SOME- Maintain attention &amp; take part during the morning hello song.</p> <p><b>Independence opportunities and focuses outside of lesson time.</b>  To identify and utilise appropriate clothing and accessories with regards to; weather, occasion etc.  To walk as independently as possible in school.  Follow sequencing steps (getting dressed, washing hands, making toast).</p> <p><b>TEACCH workstation tasks –</b>  <b>Matching tasks</b> (labelling body parts, labelling clothes)  <b>Sequencing tasks</b> (order of getting dressed, washing hands, making toast)  <b>Fine motor tasks</b> (wooden &amp; shape puzzles, coin slotting, tweezer &amp; peg tasks)</p> <p><b>Attention Autism</b>  Maintaining focus during an activity for 5 minutes  Maintaining focus during an activity for 10 minutes  Practice fine motor skills when taking a turn during stage 3</p>						

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<b>My Sensory play</b>	<b>Heuristic play – discovery play (solo)</b>  <b>Heuristic play – discovery play (parallel)</b>	<b>Sensory room –</b> exploration of equipment <b>Soft play-</b> 1-1 intensive interaction with an adult. <b>Tuff tray activities-</b> Easter egg patterns Grass Sticks Feathers	<b>Sensory room –</b> exploration of equipment <b>Soft play-</b> 1-1 intensive interaction with an adult. <b>Tuff tray activities-</b> Paint colours Easter egg patterns Grass Sticks Feathers	<b>Sensory room –</b> exploration of equipment <b>Soft play-</b> 1-1 intensive interaction with an adult. <b>Tuff tray activities-</b> Paint colours Easter egg patterns Grass Sticks Feathers	<b>Sensory room –</b> exploration of equipment <b>Soft play-</b> 1-1 intensive interaction with an adult. <b>Tuff tray activities-</b> Paint colours Easter egg patterns Grass Sticks Feathers	<b>Sensory room –</b> exploration of equipment <b>Soft play-</b> 1-1 intensive interaction with an adult. <b>Tuff tray activities-</b> Paint colours Easter egg patterns Grass Sticks Feathers	<b>Sensory room –</b> exploration of equipment <b>Soft play-</b> 1-1 intensive interaction with an adult. <b>Tuff tray activities-</b> Paint colours Easter egg patterns Grass Sticks Feathers	<b>Sensory room –</b> exploration of equipment <b>Soft play-</b> 1-1 intensive interaction with an adult. <b>Tuff tray activities-</b> Paint colours Easter egg patterns Grass Sticks Feathers

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

**Reflection/Formative Action**