

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

Half-Termly Planning	
THEME/TOPIC: Teddy bear Picnic	CLASS: Adventurers
TERM: Summer 1	DATE: 25/04/2022 – 26/05/2022

Core Curriculum	Equals Learning Intention(s) to be covered this half term	DIFFERENTIATED LEARNING EXPERIEES				
		Week 1: 25/04/22	Week 2: 02/05/22	Week 3: 09/05/22	Week 4: 16/05/22	Week 5: 23/05/22
<p>My Communication</p> <p>- Imperative - meeting specific or general needs and wants</p> <p>- Declarative - joint attention and acting as a point of contact</p> <p>- Social interactions - with familiar and unfamiliar people'- require a particular way of behaving that take in a society</p> <p>- Peer to peer</p> <p>- Non-verbal</p> <p>- AAC - a series of access methodologies that may be used in any of the areas of Communication</p>	<p>- To allow adult to sit next to him and engage in parallel for up to 1 minute without him moving away</p> <p>- To be able to follow Now/Next card to transition with minimal adult support;</p> <p>- To be able to request again or more of a motivating activity through the use of Pecs or gestures.</p> <p>- To copy what adults do and to take turns in conversations through babbling or copying lips movements.</p> <p>- To use new vocabulary through the day with visuals and adult encouragement; To listen carefully to rhymes and songs paying attention to how they sound and will produce one of the existent sounds in those rhymes.</p> <p>- To show constant babbling and to start to produce single words during play.</p> <p>- To consistently exchange Pecs symbol in 3 different classroom areas i.e. messy play, workstation, circle time</p>	<p>Morning and Afternoon sessions - "Circle time"</p> <p>Focus on sitting together in a circle and understand 'time for circle time' – children to sit as much as possible next to each other during circle time and wait for their turns to choose from a choice of Nursery Rhymes – teddy bear rhymes;</p> <p>Children to be choosing songs from a choice card;</p> <p>Children to produce sounds, use gestures when choosing their favourite song and to then request 'go' when Teacher stops rhymes on the IWB</p>				
		<p>SALT Focuses</p> <p>PECS – symbols exchange in various scenarios + communication targets (check individual plans + allocated times for PECs Interventions)</p>				
		<p>Sensory play - children to have a range of sensory input throughout the day using their PECs oks to choose i.e. shaving foam with sand, dry oats and dry cereals, jelly, rice play and bubbly water</p>				
		<p>Intensive interaction: 'Play with me time' – children to choose adult to play with them by requesting it from 'Play with me' card; Adults to tune into child's interaction and copy what they're doing, taking turns in this interaction.</p>				
		<p>Circle time: Nursery Rhymes</p> <ul style="list-style-type: none"> Teddy bear, teddy bear, turn around. Round and round the garden. Five little teddy bears, jumping on the bed. One little, two little, three little teddy bears. <p>Children to pick up one card from a choice of 3 rhymes</p>		<p>Circle time: Nursery Rhymes</p> <ul style="list-style-type: none"> Teddy bear, teddy bear, turn around. Round and round the garden. Five little teddy bears, jumping on the bed. One little, two little, three little teddy bears. <p>Children to pick up one card from a choice of 3 rhymes</p>		<p>Circle time: Nursery Rhymes</p> <ul style="list-style-type: none"> Teddy bear, teddy bear, turn around. Round and round the garden. Five little teddy bears, jumping on the bed. One little, two little, three little teddy bears. <p>Children to pick up one card from a choice of 3 rhymes</p>
<p>Choosing time – requesting from PECS oks using 'I want tray' and independently pick tray</p> <p>TEACCH workstation tasks – to be modelled first by adult; then support child and then child to do task on their own; Workstation to be done throughout the day with</p>		<p>Choosing time – requesting from PECS oks using 'I want tray' and independently pick tray</p> <p>TEACCH workstation tasks – to be modelled first by adult, then support child and then child to do on their own;</p>		<p>Choosing time – requesting from PECS oks using 'I want tray' and independently pick tray</p> <p>TEACCH workstation tasks – to be modelled first by adult, then support child and then child to do on their own; Workstation to be done throughout the day with</p>		

		<p>allocated adult (check daily plan) and to be part of children's schedules.</p> <p>- Cutting skills – circles and triangles + cut and stick matching – patterns + number matching cut and paste + numicon shapes – pairs matching + 2D shapes making firework + number match cutting -posting lollipop sticks, colour matching, wooden 3D shape sorter, sound shape sorter,</p>	<p>Workstation to be done throughout the day with allocated adult (check daily plan) and to be part of children's schedules.</p> <p>- Cutting skills – circles and triangles + cut and stick matching – patterns + number matching cut and paste + numicon shapes – pairs matching + 2D shapes making firework + number match cutting - posting lollipop sticks, colour matching, wooden 3D shape sorter, sound shape sorter,</p>	<p>allocated adult (check daily plan) and to be part of children's schedules.</p> <p>- Cutting skills – circles and triangles + cut and stick matching – patterns + number matching cut and paste + numicon shapes – pairs matching + 2D shapes making firework + number match cutting - posting lollipop sticks, colour matching, wooden 3D shape sorter, sound shape sorter,</p>	<p>allocated adult (check daily plan) and to be part of children's schedules.</p> <p>- Cutting skills – circles and triangles + cut and stick matching – patterns + number matching cut and paste + numicon shapes – pairs matching + 2D shapes making firework + number match cutting - posting lollipop sticks, colour matching, wooden 3D shape sorter, sound shape sorter,</p>	<p>day with allocated adult (check daily plan) and to be part of children's schedules.</p> <p>- Cutting skills – circles and triangles + cut and stick matching – patterns + number matching cut and paste + numicon shapes – pairs matching + 2D shapes making firework + number match cutting - posting lollipop sticks, colour matching, wooden 3D shape sorter, sound shape sorter,</p>
Canine therapy input - children to approach Mabel with more confidence every Friday						
		<p>Attention Autism for 2 groups: Stage 1 Bucket – slinky/pop up aliens/Vibrating spinning torch Stage 2 Glitter tea cups</p>	<p>Attention Autism for 2 groups: Stage 1 Bucket - Walking Koala, talking frog, popper; Stage 2: Squirty butterfly</p>	<p>Attention Autism for 2 groups: Stage 1 Bucket – light up spinning top, glowing stick; Stage 2: Teddy bear face – paper + colour bear face + water</p>	<p>Attention Autism for 2 groups: Stage 1 Bucket - spinning torch; Walking Koala; popper. Stage 2: : Squirty butterfly</p>	<p>Attention Autism for 2 groups: Stage 1 Bucket with spinning torch; Walking Koala; Stage 2 Teddy bear face – paper + colour bear face + water</p>

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My Physical Development	<p>To be able to use their fine motor skills to unzip coat and take it off – All students</p> <p>To be able to use large muscle movements to cross the midline (KT)</p> <p>– To be able to put his coat on with minimal adult support</p>	<p>All children - PECS request for bike/scooter/tricycle/ball/running/</p> <p>To acknowledge PECS symbol for outdoor area and start to pick it when going outside</p> <p>Children to use independently bikes and scooters in the sensory garden after requesting</p>	<p>All children - PECS request for bike/scooter/tricycle/ball/running/</p> <p>To acknowledge PECS symbol for outdoor area and start to pick it when going outside</p> <p>Children to use independently bikes and scooters in the sensory garden after requesting what they want to</p>	<p>All children - PECS request for bike/scooter/tricycle/ball/running/</p> <p>To acknowledge PECS symbol for outdoor area and start to pick it when going outside</p> <p>Children to use independently bikes and scooters in the sensory garden after requesting what they want to use first;</p> <p>Bikes + tricycles – children to be</p>	<p>All children - PECS request for bike/scooter/tricycle/ball/running/</p> <p>To acknowledge PECS symbol for outdoor area and start to pick it when going outside</p> <p>Children to use independently bikes and scooters in the sensory garden after requesting what they want to use first;</p>	<p>All children - PECS request for bike/scooter/tricycle/ball/running/</p> <p>To acknowledge PECS symbol for outdoor area and start to pick it when going outside</p> <p>Children to use independently bikes and scooters in the sensory garden after requesting what</p>

	<p>– To be able to choose an activity and stay with it for up to 10 min without moving away</p> <p>– To be able to use a fork at lunch time and show effortful control when using it without adult support.</p> <p>– to be able to stamp or move along favourite rhymes and/or music.</p> <p>–. To be able to extend and create ABAB patterns – stick, leaf, stick, leaf with adult support during workstation time; To develop the key skills of counting objects (to 10) including saying the numbers in order and matching one number name to each item</p> <p>– To be able to start using one-handed tools and equipment such as snipping/cutting skills with scissors</p> <p>– To be increasingly independent in meeting his own care needs, e.g. using the toilet, washing and drying his hands thoroughly</p>	<p>what they want to use first;</p> <p>Bikes + tricycles – children to be using the pedals every time they want to move;</p> <p>Ball - turn taking games with ball</p> <p>Touching and feeling natural twigs</p> <p>PE sessions with Kate Thompson – To be able to use large muscle movements to cross the midline</p> <p>Meal times:</p> <ul style="list-style-type: none"> • For children to communicate what they want from the food that is on offer by choosing; • To use a PECS oks with a choice of PECS for snack, drink; • For child to use ‘I want’ sentence strip; • For child to sit and exchange Pecs card from their books independently without any adult prompt. 	<p>use first;</p> <p>Bikes + tricycles – children to be using the pedals every time they want to move;</p> <p>Ball - turn taking games with ball</p> <p>Touching and feeling natural twigs</p> <p>PE sessions with Kate Thompson – To be able to use large muscle movements to cross the midline</p> <p>Meal times:</p> <ul style="list-style-type: none"> • For children to communicate what they want from the food that is on offer by choosing; • To use a PECS oks with a choice of PECS for snack, drink; • For child to use ‘I want’ sentence strip; • For child to sit and exchange Pecs card from their books independently without any adult prompt. 	<p>using the pedals every time they want to move;</p> <p>Ball - turn taking games with ball</p> <p>Touching and feeling natural twigs</p> <p>PE sessions with Kate Thompson – To be able to use large muscle movements to cross the midline</p> <p>Meal times:</p> <ul style="list-style-type: none"> • For children to communicate what they want from the food that is on offer by choosing; • To use a PECS oks with a choice of PECS for snack, drink; • For child to use ‘I want’ sentence strip; • For child to sit and exchange Pecs card from their books independently without any adult prompt. 	<p>Bikes + tricycles – children to be using the pedals every time they want to move;</p> <p>Ball - turn taking games with ball</p> <p>Touching and feeling natural twigs</p> <p>PE sessions with Kate Thompson – To be able to use large muscle movements to cross the midline</p> <p>Meal times:</p> <ul style="list-style-type: none"> • For children to communicate what they want from the food that is on offer by choosing; • To use a PECS oks with a choice of PECS for snack, drink; • For child to use ‘I want’ sentence strip; • For child to sit and exchange Pecs card from their books independently without any adult prompt. 	<p>they want to use first;</p> <p>Bikes + tricycles – children to be using the pedals every time they want to move;</p> <p>Ball - turn taking games with ball</p> <p>Touching and feeling natural twigs</p> <p>PE sessions with Kate Thompson – To be able to use large muscle movements to cross the midline</p> <p>Meal times:</p> <ul style="list-style-type: none"> • For children to communicate what they want from the food that is on offer by choosing; • To use a PECS oks with a choice of PECS for snack, drink; • For child to use ‘I want’ sentence strip; • Child to sit and exchange Pecs card from their books independently without any adult prompt.
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MY PSED	<p>– To be able to regulate to a calm state with visual and adult support and reduce biting. To be able to complete 3 workstation tasks with adult support;</p> <p>- To be able to follow Now/Next card to transition with minimal adult support; To be able to show basic understanding and show effortful control – pausing or stopping himself from acting when it is unsafe or when going to hurt others;</p> <p>– To tolerate other peers playing and engaging alongside him, i.e. . mark making on IWB, making towers with wooden blocks.</p> <p>– To be able to find ways of managing transitions, by calming himself holding onto a special object for 2 minutes.</p> <p>– To take part in simple pretend play, using an object to represent something else even though they are not similar. To start to show basic emotions in her drawings - happiness and sadness</p> <p>– To be able to develop collaborative play with one or two peers for a short period of time.</p> <p>-To respond appropriately to approval and disapproval throughout the school day with a particular focus during group sessions. To be able to show basic understanding of effortful control - pausing or stopping himself from acting when it is unsafe or going to hurt others.</p>	<p>Transitions: Use of PECs symls for transition + SONGS i.e.:</p> <ul style="list-style-type: none"> • for snack time to use ‘apples and bananas’ song on youtube; • for lunch ‘Hot potato’ song • for bucket time say it’s time for...’; • to move across different school environments i.e. from class to soft play/class to sensory room/class to PE Hall and vice versa- singing ‘This is the way we go to...’ 				
		<p>TEACCH workstation tasks – to be modelled first by adult; Children to wait for their turn to sort the task; Adult to reinforce positively when child complete task and to reward it with motivators; Tasks to be divided by abilities in two groups and discriminated for each child, i.e. KI- posting lollipop sticks, - colour matching, - wooden 3D shape sorter, -sound shape sorter; – Literacy + phonics tasks; + – cutting skills + counting + tracing numbers + matching numbers.</p> <p>Fun time – children will tolerate to be next to adult and follow adult’s instructions; Children to engage in parallel play taking turns and let adults have a go too.</p> <p>Music and movement For the children to express themselves though musical instruments, listening to music and moving to music, including Yoga and Tacpac at specific times during day. For children to show preferences around nursery rhymes/music during relaxing time</p>				

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MY Sensory Play	– To choose an activity and stay for up to 10 min without moving away;	Use their senses by exploring: Cornflakes/shaving Foam/cloud dough/ jelly Playdough/ Lentils/ soil and pots Water play in tuff tray Sand play in Adventurers Garden.	Use their senses by exploring: Pasta dry/wet, Spaghetti dry/wet , coloured Rice, Rice Pops, Oats, Coloured Cornflour,	Use their senses by exploring: Cornflakes/shaving Foam/cloud dough/ jelly Playdough/ Lentils/ soil and pots Water play in tuff tray Sand play in Adventurers Garden.	Use their senses by exploring: Pasta dry/wet, Spaghetti dry/wet , coloured Rice, Rice Pops, Oats, Coloured Cornflour,	Use their senses by exploring: Cornflakes/shaving Foam/cloud dough/ jelly Playdough/ Lentils/ soil and pots Water play in tuff tray Sand play in Adventurers Garden.
My Outdoor Provision	All Children To explore and respond to different natural phenomena in their setting and on trips.	Sensory Garden + Outdoor play in adventurers garden Walking through our sensory garden Splashing in puddles with wellies Using outdoor instruments Using bikes/tricycles/scooters/balls in games/stop and go games				

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"> • 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 x • Class reward system • Zones of Regulation • Topic work • Cookery • Fine motor skills • Outdoor play • Drama room / role-play area • Canine therapy

Reflection/Formative Action