

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

Half-Termly Planning	
THEME/TOPIC: Teddy Bears Picnic (Bear Hunt)	CLASS: Explorers
TERM: Summer 1	DATE: 29-3-22

Core Curriculum	Equals Learning Intention(s) to be covered this half term	DIFFERENTIATED LEARNING EXPERIENCES				
		Week 1: 25-4-22	Week 2: 2-5-22	Week 3: 9-5-22	Week 4: 16-5-22	Week 5: 23-5-22
My Communication - Imperative - Declarative - Social interactions - Peer to peer - Non-verbal - AAC	<p>To travel with PECS symbol across the classroom to an adult who is motivated for her with adult prompts.</p> <p>To travel with PECS symbol across the classroom to an adult who is motivated for him and to exchange PECS symbol for item independently without any prompts.</p> <p>To travel with PECS symbol around a table/ a short distance/ stretch to an adult who is motivated for him with adult prompts.</p> <p>To exchange a PECS symbol off PECS book to an adult with the motivating item he wants with prompts.</p> <p>To sit with his peers and engage in stage 1 attention autism – bucket time for up to 2 minutes with some adult support where needed.</p> <p>To sit with his peers and engage in stage 1 attention autism – bucket time for up to 5 minutes with some adult support where needed.</p> <p>To exchange a PECS symbol off PECS book to an adult with the motivating item he wants without any physical or verbal prompts or open hand.</p>	<p>Morning and afternoon circle time</p> <p>Focus on sitting together and understand 'time for.....' and children to sit as much as possible, next to other peers during circle time.</p> <p>Good morning song and Hello song</p>				
		<p>SALT Focuses</p> <p>PECS – Symbol exchange</p>				
		<p>Cookery</p> <p>Spreading jam or butter on toast/bread, Decorating Biscuits, Icing cakes, Making ice lollys</p>				
		<p>Intensive interaction focus</p> <p>Pupils take the lead, adults to copy</p>				
		<p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Teddy bear, teddy bear, turn around. • The bear went over the mountain. • Round and round the garden. • Five little teddy bears, jumping on the bed. • One little, two little, three little teddy bears. <p>The children learn a variety of songs linked to people who help us, alongside normal nursery rhymes.</p>	<p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Teddy bear, teddy bear, turn around. • The bear went over the mountain. • Round and round the garden. • Five little teddy bears, jumping on the bed. • One little, two little, three little teddy bears. <p>The children learn a variety of songs linked to people who help us, alongside normal nursery rhymes.</p>	<p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Teddy bear, teddy bear, turn around. • The bear went over the mountain. • Round and round the garden. • Five little teddy bears, jumping on the bed. • One little, two little, three little teddy bears. <p>The children learn a variety of songs linked to people who help us, alongside normal nursery rhymes..</p>	<p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Teddy bear, teddy bear, turn around. • The bear went over the mountain. • Round and round the garden. • Five little teddy bears, jumping on the bed. • One little, two little, three little teddy bears. <p>The children learn a variety of songs linked to people who help us, alongside normal nursery rhymes.</p>	<p>Nursery Rhymes</p> <ul style="list-style-type: none"> • Teddy bear, teddy bear, turn around. • The bear went over the mountain. • Round and round the garden. • Five little teddy bears, jumping on the bed. • One little, two little, three little teddy bears. <p>The children learn a variety of songs linked to people who help us, alongside normal nursery rhymes.</p>

<p>To exchange a PECS symbol off PECS book to an adult with the motivating item she wants with minimal prompts.</p> <p>To look at communication partner to request more of something or make a noise/ tap communication partners arm.</p> <p>To look at communication partner to request more of something.</p> <p>Long term outcome (EHCP).To demonstrate joint attention during a 1:1 activities and games with a familiar adult.</p> <p>Long term outcome (EHCP). To use simple language or PECS symbols so he can make requests.</p> <p>To discriminate between 2 x symbols – one of high preference and one of low preference and to consistently choose the symbol representing the item they want.</p> <p>Long term outcome (EHCP). To show awareness of peers within class.</p>	<p>TEACCH workstation tasks Each workstation activity is personalised for that child.</p> <ul style="list-style-type: none"> • Task to be modelled first by adult • Second time adult support or guidance • Third time adult with child • Fourth time child to try by themselves • Then after child to do activity alone. <p>(Each child may need to repeat more than once)</p> <p>Literacy Workstation Begin to use phonic language</p> <ul style="list-style-type: none"> • SATPIN. • To look at begin letter sounds of their names. • To use 'I SEE' books with pecs. • To support their understanding that print has a meaning. • Count and clap syllables in certain words. • To look at CVC words. <p>Mathematics Workstation Begin to use phonic language</p> <ul style="list-style-type: none"> • Counting in everyday context - Introduce counting 1-5/10 • Group objects according to the number and objects given. • Normal and object matching • Shape recognition • Complete inset puzzles • Colour recognition. <p>Canine therapy input</p> <p>Music and movement For the children to express themselves though musical instruments, listening to music and moving to music.</p> <ul style="list-style-type: none"> • Baby shark • Shake your silly's out • Ants go marching 	<p>TEACCH workstation tasks Each workstation activity is personalised for that child.</p> <ul style="list-style-type: none"> • Task to be modelled first by adult • Second time adult support or guidance • Third time adult with child • Fourth time child to try by themselves • Then after child to do activity alone. <p>(each child may need to repeat more than once)</p> <p>Literacy Workstation Begin to use phonic language</p> <ul style="list-style-type: none"> • SATPIN. • To look at begin letter sounds of their names. • To use 'I SEE' books with pecs. • To support their understanding that print has a meaning. • Count and clap syllables in certain words. • To look at CVC words. <p>Mathematics Workstation Begin to use phonic language</p> <ul style="list-style-type: none"> • Counting in everyday context - 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My Physical development	<p>Use large muscle movements to cross the midline.</p> <p>To uses familiar objects at snack and lunch times appropriately. e.g. Drink from his breaker, use a spoon.</p> <p>To support himself with undressing routines, pulling up and down his trousers and pants.</p> <p>Long term outcome (EHCP). To regularly visit the toilet during the day and be able to wash his hands with adult support.</p> <p>To sit at snack and lunch time while eating his food.</p> <p>To follow familiar routines within the classroom. Using visuals, transition sounds, objects and adult support.</p>	<p>Outside</p> <ul style="list-style-type: none"> Bikes and scooters in the sensory garden. Using the pedals, turn taking, balancing. Pouring sand and water. Mark making on the chalkboard. Balancing on the stepping-stone. Using the big wooden blocks. Red spinning cone Small world and cars. <p>Clothing - Outside</p> <ul style="list-style-type: none"> For the children to go to find their pictures on their coat peg, and take their coats, hats and try to put them on for themselves. When the children come in from outside to follow instructions when adult says zip down and coat off and for children to find 	<p>Outside</p> <ul style="list-style-type: none"> Bikes and scooters in the sensory garden. Using the pedals, turn taking, balancing. Pouring sand and water. Mark making on the chalkboard. Balancing on the stepping-stone. Using the big wooden blocks. Red spinning cone Small world and cars. <p>Clothing - Outside</p> <ul style="list-style-type: none"> For the children to go to find their pictures on their coat peg, and take their coats, hats and try to put them on for themselves. When the children come in from outside to follow instructions when adult says zip down and coat off and for children to find 	<p>Outside</p> <ul style="list-style-type: none"> Bikes and scooters in the sensory garden. Using the pedals, turn taking, balancing. Pouring sand and water. Mark making on the chalkboard. Balancing on the stepping-stone. Using the big wooden blocks. Red spinning cone Small world and cars. <p>Clothing - Outside</p> <ul style="list-style-type: none"> For the children to go to find their pictures on their coat peg, and take their coats, hats and try to put them on for themselves. When the children come in from outside to follow instructions when adult says zip down and coat off and for children to find 	<p>Outside</p> <ul style="list-style-type: none"> Bikes and scooters in the sensory garden. Using the pedals, turn taking, balancing. Pouring sand and water. Mark making on the chalkboard. Balancing on the stepping-stone. Using the big wooden blocks. Red spinning cone Small world and cars. <p>Clothing - Outside</p> <ul style="list-style-type: none"> For the children to go to find their pictures on their coat peg, and take their coats, hats and try to put them on for themselves. When the children come in from outside to follow instructions when adult says zip down and coat off and for children to find their peg and hang their coats up. 	

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I want strips to be used <p>Music and movement For the children to express themselves though musical instruments, listening to music and moving to music.</p> <ul style="list-style-type: none"> Baby shark Shake your silly's out Counting to 100 silly song Freeze <p>P.E Directed by Kate twice a week and Sensory circuit each morning.</p> <p>Yoga For the children to take part in daily yoga activities before home time.</p> <ul style="list-style-type: none"> Butterfly yoga Rocket Yoga Colour yoga 	<p>their peg and hang their coats up.</p> <ul style="list-style-type: none"> Children to wear a sun hat in the sun. <p>Soft Play Jumping on the trampoline, Sliding down the slide, Climbing the stairs, rocking in the cone.</p> <p>Sensory play Pasta, Spaghetti, Rice, Cornflakes, Rice Pops, Ice, Shaving Foam, Playdough, Oats, Cornflour, Lentils, Jelly and Baked Beans.</p> <p>Self-Care</p> <ul style="list-style-type: none"> For children to wash their hand before food. 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<p>To follow class transitions, using visuals and verbal reminders.</p> <p>Long term outcomes (EHCP) To follow class transitions, using visuals and verbal reminders.</p> <p>To engage in a short turn taking activity for up to 1 minute with a group of peers or 1 x peer and to engage in turn taking with some adult support.</p> <p>To engage in a short turn taking activity for up to 1 minute with an adult – squeezing a ball/ bubbles popping/ bouncing on a ball/ rolling a ball/ building a tower/ etc.</p> <p>To engage in a short turn taking activity for up to 2 minutes with a group of peers or 1 x peer and to engage in turn taking with some adult support.</p> <p>To tolerate activities coming to an end or having an item removed from them.</p> <p>Long term outcome (EHCP). To take turns during activities with one other peer.</p> <p>Long term outcome (EHCP). To be able to engage in a simple turn taking activities and social interactions with peers.</p> <p>Long term outcome (EHCP). To take turns with his peers during adult led activities.</p> <p>To be able to regulate to a calm state with visual and adult support.</p>	<p>Bananas', 'Hot potato' song on you tube for snack.</p> <p>Bucket time 'Its time for bucket time.' Children go to the schedules and use their visual for bucket time. Banging on the bucket, and/or using an attention grabber. 'I've got something in my bucket'</p> <p>Transition from one room to another. 'This is the way we go to....' or 'Walking, Walking, Walking, Walking' songs.</p> <p>Schedules Children to have their own schedule, with different amounts of detail.</p> <p>Meal times</p> <ul style="list-style-type: none"> For children to communicate their wants and needs. To use a PECS books with a choice of PECS for snack, drink and over all Lunch pec. I want strips to be used <p>Music and movement For the children to express themselves though musical instruments, listening to music and moving to music. 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'This is the way we go to....' or 'Walking, Walking, Walking, Walking' songs.</p> <p>Schedules Children to have their own schedule, with different amounts of detail.</p> <p>Meal times</p> <ul style="list-style-type: none"> For children to communicate their wants and needs. To use a PECS books with a choice of PECS for snack, drink and over all Lunch pec. I want strips to be used <p>Music and movement For the children to express themselves though musical instruments, listening to music and moving to music. Including Yoga and Tacpac.</p> <p>TEACCH workstation tasks Each workstation activity is designed for that child.</p> <ul style="list-style-type: none"> Task to be modelled first by adult Second time adult support or guidance Third time adult with child Fourth time child to try by themselves Then after child to do activity alone. <p>(Each child may need to repeat more than once)</p> <p>Literacy Workstation Begin to use phonic language</p> <ul style="list-style-type: none"> SATPIN. 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My Sensory play	<p>Long term outcome (EHCP). To use taught strategies to support his sensory needs.</p> <p>To be able to regulate herself after sensory activities. Using visuals, transition sounds, sand timers, now and next boards, objects and adult support.</p>	<p>Sensory play Pasta, Spaghetti, Rice, Cornflakes, Rice Pops, Ice, Shaving Foam, Jelly, Playdough, Oats, Cornflour, Lentils, and Baked Beans</p>	<p>Sensory play Pasta, Spaghetti, Rice, Cornflakes, Rice Pops, Ice, Shaving Foam, Jelly, Playdough, Oats, Cornflour, Lentils, and Baked Beans</p>	<p>Sensory play Pasta, Spaghetti, Rice, Cornflakes, Rice Pops, Ice, Shaving Foam, Jelly, Playdough, Oats, Cornflour, Lentils, and Baked Beans</p>	<p>Sensory play Pasta, Spaghetti, Rice, Cornflakes, Rice Pops, Ice, Shaving Foam, Jelly, Playdough, Oats, Cornflour, Lentils, and Baked Beans</p>	<p>Sensory play Pasta, Spaghetti, Rice, Cornflakes, Rice Pops, Ice, Shaving Foam, Jelly, Playdough, Oats, Cornflour, Lentils, and Baked Beans</p>
My Outdoor school	<p>To explore and respond to different natural phenomena in their setting and on trips. All Student</p>	<p>Sensory walk to see and find,</p> <ul style="list-style-type: none"> Leaves, Twigs, Stones Wet grass. Bugs and insects Birds Animals <p>Weather Explore the natural world, 'What's the weather like?'</p> <ul style="list-style-type: none"> Sun Fog Mist Wind, Rain, Puddles 	<p>Sensory walk to see and find,</p> <ul style="list-style-type: none"> Leaves, Twigs, Stones Wet grass. Bugs and insects Birds Animals <p>Weather Explore the natural world, 'What's the weather like?'</p> <ul style="list-style-type: none"> Sun Fog Mist Wind, Rain, Puddles 	<p>Sensory walk to see and find,</p> <ul style="list-style-type: none"> Leaves, Twigs, Stones Wet grass. Bugs and insects Birds Animals <p>Weather Explore the natural world, 'What's the weather like?'</p> <ul style="list-style-type: none"> Sun Fog Mist Wind, Rain, Puddles 	<p>Sensory walk to see and find,</p> <ul style="list-style-type: none"> Leaves, Twigs, Stones Wet grass. Bugs and insects Birds Animals <p>Weather Explore the natural world, 'What's the weather like?'</p> <ul style="list-style-type: none"> Sun Fog Mist Wind, Rain, Puddles 	<p>Sensory walk to see and find,</p> <ul style="list-style-type: none"> Leaves, Twigs, Stones Wet grass. Bugs and insects Birds Animals <p>Weather Explore the natural world, 'What's the weather like?'</p> <ul style="list-style-type: none"> Sun Fog Mist Wind, Rain, Puddles

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