

Half-Termly Planning





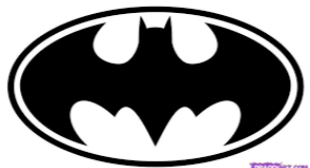




THEME/TOPIC: **Superheroes!**

CLASS: **Parks class**

TERM: Summer 1






DATE: 25.4.22

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

| Core Curriculum | Equals Learning Intention(s) to be covered this half term | DIFFERENTIATED LEARNING EXPERIENCES | | | | | |
|--|---|---|---------------------|---|--|--|---|
| | | Week 1: 25.4 | Week 2: 2.5 (BH) | Week 3: 9.5. | Week 4: 16.5 | Week 5: 23.5 (4 day week) | |
| My Communication - Imperative - Following instructions - Declarative - Dynamic - Narratives - Social interactions - Peer to peer - Reading/writing - Non-verbal - AAC | To work on I want...communications To follow a simple, single instruction To follow the sequence of a short fictional narrative story More engagements in communicative learning | Morning and afternoon circle time ACTIVITY IDEAS Greeting our friends, regulation-feeling/emotions, choosing rhythms, identify days/month/weather, PEC's communication for motivator, individual timetable | | | | | |
| | | SALT Focuses Activities and focuses PEC's communication observation and re-do during snack/choosing time, turn taking, Attention Autism | | | | | |
| | |  | |  | |  | |
| | | Cookery – Activity ideas Tasting new Foods. Smoothies Jubilee iced biscuits Rainbow kebabs Fruit lollies | | | | | |
| | |  | | | | | |
| | | Reading/writing/phonics Activity ideas Trace, thread and match letters of their name on whiteboard, follow sensory story narrative/sequence. Pre-writing shape tracing – with writing implements and in sensory trays S,A,T,P,I,N recognition and initial sound focus.. | | | | | |
| | | Story Supertato | | Story Supertato | | Story – There's a Superhero in your book | Story – There's a Superhero in your book |
| TEACCH workstation tasks – to be modelled first by adult | | TEACCH workstation tasks – to be modelled first by adult | | TEACCH workstation tasks – to be modelled first by adult | TEACCH workstation tasks – to be modelled first by adult | TEACCH workstation tasks – to be modelled first by adult | |
| Canine Therapy, SALT, AA, PE. MUSIC | | Canine Therapy, SALT, AA, PE. MUSIC | | Canine Therapy, SALT, AA, PE. MUSIC | Canine Therapy, SALT, AA, PE. MUSIC | Canine Therapy, SALT, AA, PE. MUSIC | |
| Attention Autism stage1/2. Superhero flour stencils.  | | Attention Autism stage1/2 – Flying superheros!  | | Attention Autism –stage1/2 – balloon fireworks  | Attention Autism –stage1/2 – superhero car racers  | Attention Autism –stage1/2. Rainbow flag painting  | |

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| My Thinking and problem solving | <p>To get the resources and equipment I want/need.</p> <p>Recognising that the thing that I want or need is not available, is broken or does not fit, my turn/sessions has finished etc.</p> | Choosing time every morning/motivators/rewards | Choosing time every morning/motivators/rewards | Choosing time every morning/motivators/rewards | Choosing time every morning/motivators/rewards | Choosing time every morning/motivators/rewards |
| | | Vocalise or PECS – exchange request during workstation/activities | Vocalise or PECS – exchange request during workstation/activities | Vocalise or PECS – exchange request during workstation/activities | Vocalise or PECS – exchange request during workstation/activities | Vocalise or PECS – exchange request during workstation/activities |
| My Maths - To count consistently and without error to 3 or 5 or 10. To recognise basic 2D shapes. | | Timer system – access playground as a reward | Timer system – access playground as a reward | Timer system – access playground as a reward | Timer system – access playground as a reward | Timer system – access playground as a reward |
| | | Snack time/lunch time | Snack time/lunch time | Snack time/lunch time | Snack time/lunch time | Snack time/lunch time |
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| | | Building blocks/following pattern/jigsaw/sorting task, Matching/threading/puzzles /numicorns | Building blocks/following patterns/jigsaw/sorting task, Matching/threading/puzzles /numicorns | Building blocks/following patterns/jigsaw/sorting task, Matching/threading/puzzles /numicorns | Building blocks/following patterns/jigsaw/sorting task, Matching/threading/puzzles /numicorns | Building blocks/following patterns/jigsaw/sorting task, Matching/puzzles/threading /numicorns |

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| My Independence | <ul style="list-style-type: none"> Putting on and taking off various items of clothing Preparing oneself for a cooking activity. <p>Understanding that money is a means of exchange.</p> | Taking layers on/off in class and for outdoor playtime. | Taking layers on/off in class and for outdoor playtime. | Taking layers on/off in class and for outdoor playtime. | Taking layers on/off in class and for outdoor playtime. | Taking layers on/off in class and for outdoor playtime. |
| | | PE – changing into kit/back to school uniform | PE – changing into kit/back to school uniform | PE – changing into kit/back to school uniform | PE – changing into kit/back to school uniform | PE – changing into kit/back to school uniform |
| | | Use money to exchange for food items at snack time | Use money to exchange for food items at snack time | Use money to exchange for food items at snack time | Use money to exchange for food items at snack time | Use money to exchange for food items at snack time |
| | | 'pretend shop' using real coins/selling plastic food | 'pretend shop' using real coins/selling plastic food | 'pretend shop' using real coins/selling plastic food | 'pretend shop' using real coins/selling plastic food | 'pretend shop' using real coins/selling plastic food |

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| The World About me –Food | <ul style="list-style-type: none"> To explore plants that can be eaten To sort and classify foodstuffs To explore the differences between food and drink | <p>1:1 Mr Potato Head – PECs activity, requesting each part individually.</p> <p>Group – planting potatoes in potato bags. Sequence images to recall 3 basic steps.</p> | <p>1:1 Mr Potato Head – PECs activity, requesting each part individually.</p> <p>Group - Sorting activity. (Real food) vegetables and not vegetables in sorting hoops. Encourage students to handle, smell and taste foods.</p> | <p>1:1 sorting activity – vegetables and not vegetables. PECS focus – I see</p> <p>Group - Smoothie making – PECs request fruits/ingredients to go in smoothie.</p> <p>Sequence images to recall 3 basic steps.</p> | <p>1:1 sorting activity – food and drink</p> <p>Group - Smoothie making – PECs request fruits/ingredients to go in smoothie.</p> <p>Sequence images to recall 3 basic steps with increased independence.</p> | <p>Jubilee week!</p> <p>Sorting food for a party from non-food items. Sorting images in sorting hoops.</p> |
| Creativity | <p>My Music</p> <ul style="list-style-type: none"> To participate in changing tempo <p>Explore changes in speed to music and accompanying movement.</p> | Introduce slow image for slow movements. | Introduce slow image for slow movements. | Introduce fast image for fast movements. | Introduce fast image for fast movements. | Practice slow and fast movements with accompanying music. |
| | <p>My Art:</p> <ul style="list-style-type: none"> Exploring primary and secondary colour Encountering simple printing. Developing understanding of creatively using digital media | <p>Supertato Printing- PECs request colours and equipment.</p>  | <p>Superhero collage pictures. Students use iPads to take selfie. Print for them to add costume to (through PECS)</p>  | <p>Making a supertato from a range of vegetables. Explore range of materials and items.</p>  | <p>Design Superhero masks – PECs request colours and shape printing (circle/Square). Students photograph selves with iPads</p>  | <p>Making crowns - PECs request colours and gems for crown.</p>  |

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| <p>My Physical well-being</p> | <ul style="list-style-type: none"> • To actively participate in a range of sport activities in the indoor hall or outdoors. • To handle, experience and taste (healthy) food that might be unfamiliar to the learner. | <p>Animal Walks and movements, use of gymnastic benches/soft mat/basket ball game – ‘Go to’ Parachute games</p> <p>Cosmic Yoga – Superhero/Adventure themes.</p> <p>Snack /lunch – food technology and cooking</p> |
| <p>My Play and Leisure</p> | <p>One to one or small group games such as tickle monster; Row, Row, Row Your Boat; rolling a ball or throwing and catching; peek-a-boo; Mr Potato Head; This Little Piggy; Round and Round the Garden; blowing bubbles and trying to pop them before they hit the ground.</p> <p>Sensory play as in using the senses of; Touch, Taste, Smell, Hearing and Sight</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