

T

Half-Termly Planning	
THEME/TOPIC: <i>Superheroes</i>	CLASS: WOOD
TERM: Summer 1	DATE: 25-04-22

Core Curriculum	Equals Learning Intention(s) to be covered this half term	DIFFERENTIATED LEARNING EXPERIENCES					
		Week 1:	Week 2:	Week 3:	Week 4:	Week 5:	
My Communication - Imperative - Declarative - Social interactions - Peer to peer - Non-verbal - AAC - Communicating needs and wants Interaction	Selects from a choice of objects of reference to indicate a need or preference. Requests reoccurrence again or more. Reacts to close contact from a familiar adult. To attempts to maintain an interaction. Understands that words or symbols carry meaning.	Morning circle time					
		Circle time with Good Morning song – sitting in a group? Who’s here today? How are you feeling today?					
		SALT Focuses					
		To Travel with PECs symbols a small distance to an adult who has an item of motivation To consistently exchange PECs symbols. To exchange PECs symbols for items without any prompts.					
		Cookery – Activity ideas					
<ul style="list-style-type: none"> • Moon and star cookies for Eid. (Use Pecs symbols and visual instructions) • Make sandwiches. • Make a fruit salad • Prepare ourselves for cooking, wash hands, put aprons on. • Look at different cooking utensils Make a banana or strawberry milk shakes. <ul style="list-style-type: none"> • Experiment and taste the ingredients used in the activity. • Use the food tech room. Note: The class will work in a group <ul style="list-style-type: none"> • Teaching and Learning: Working in a group of seven, sharing ingredients, waiting to take a turn, working alongside each other, preparing we for the cooking activity, exchanging PECs symbols for objects/ingredients. • Choosing activities/choose from a selection of motivating items using PECs 							
Intensive interaction focus							
	One to one interaction with adults in the sensory room. Use eye contact Sharing personal space Using facial expressions	One to one interaction with adults during yoga Paying attention to another person and concentrating	Massage therapy Understanding physical contact	Choose and adult to play with me Enjoying the presence of another person	Sensory toys at Relaxation time. Share the focus of an Object		
	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		
	Attention Autism – Stage ½ Bucket time	Attention Autism Stage ½ Bucket time	Attention Autism Stage ½ Bucket time	Attention Autism Stage 1/2 Bucket time	Attention Autism Stage ½ Bucket time		

AREAS OF LEARNING	Equals Learning Intention(s) to be covered this half term	Week 1	Week 2	Week 3	Week 4	Week 5
		<p>My Physical development</p> <p>To participate in and enjoy different forms of skills of based physical activity.</p> <p>To develop gross motor skills using large play equipment.</p> <p>To access and use one handed tool such scissors and attempt to make snips.</p>	<p>Catch and throw balls Music and movements PE</p> <p>Climbing frame. slide, swings, outdoor trampoline</p> <p>Attempt to hold scissors</p>	<p>Bounce a large ball Kids Yoga PE</p> <p>Kids yoga in the PE hall</p> <p>Make snips in card paper</p>	<p>Use the big trampoline Music and movements PE</p> <p>Kicking balls in the MUGA</p> <p>Cut around shapes</p>	<p>Obsatcle course Kids yoga PE</p> <p>Free play on the field</p> <p>Cut different pictures from brochures and magazines</p>

AREAS OF LEARNING	Equals Learning Intention(s) to be covered this half term	Week 1	Week 2	Week 3	Week 4	Week 5
<p>My Independence</p>	<p>Knowing body parts.</p> <p>Development of the fine and gross motor control needed.</p> <p>To walk as independently as possible in school.</p>	<p>Mr tumble, head, shoulders, knees, and toes, if you are happy and you know it, let's clap our hands and stomp our feet's.</p> <p>Walk to and from the dinning room /sensory room/soft playroom/music room and sensory retreat.</p> <p>workstation tasks – to be modelled first by adult</p> <p>Numeracy/Literacy work station Mr Potato head/Number puzzles /one to one stories/nursery rhymes</p>	<p>Matching activities, put labels onto body parts. Sort pictures of legs, arms. Body puzzles. (Use signs and symbols to support)</p> <p>Walk to and from the dining room /sensory room/soft playroom/music room and sensory retreat</p> <p>TEACCH workstation tasks – to be modelled first by adult</p> <p>Numeracy/Literacy work station Mr Potato head/Number puzzles/one to one stories/nursery rhymes</p>	<p>Painting hand and footprints collage</p> <p>Walk to and from the dining room /sensory room/soft playroom/music room and sensory retreat</p> <p>TEACCH workstation tasks – to be modelled first by adult.</p> <p>Numeracy/Literacy work station Mr Potato head/Number puzzles/one to one stories/nursery rhymes</p>	<p>Dance activities/games highlighting body parts. e.g., Symons says</p> <p>Walk to and from the dining room /sensory room/soft playroom/music room and sensory retreat</p> <p>TEACCH workstation tasks – to be modelled first by adult.</p> <p>Literacy work station Mr potato head. One to one stories/rhymes Numeracy/Literacy work station Mr Potato head/Number puzzles one to one stories/nursery rhymes</p>	<p>Dressing up activities focusing on naming body parts. Use mirrors to point to body parts.</p> <p>Walk to and from the dining room /sensory room/soft playroom/music room and sensory retreat</p> <p>TEACCH workstation tasks – to be modelled first by adult</p> <p>Numeracy/Literacy work station Mr Potato head/one to one stories/nursery rhymes</p>

My Sensory		<p>sensory story –Three billy goat gruff.</p> <p>Pasta/Rice/playdough/cornflour/playdough/shaving foam / Lentils Sensory garden /Field/sensory retreat</p>	<p>sensory Story-Three billy goat gruff.</p> <p>Pasta/Rice/playdough/cornflour/playdough/shaving foam/Lentils Sensory garden /Field/sensory retreat</p>	<p>The three little pigs</p> <p>Pasta/Rice/playdough/cornflour/playdough/shaving foam/Lentils Sensory garden /Field/sensory retreat</p>	<p>The three little pigs</p> <p>Pasta/Rice/playdough/cornflour/playdough/shaving foam / Lentils /Sensory garden /Field/sensory retreat</p>	<p>Superpotato</p> <p>Pasta/Rice/playdough/cornflour/playdough/shaving foam Lentils Sensory garden /Field/sensory retreat</p>
-------------------	--	--	---	---	--	---

AREAS OF LEARNING	Equals Learning Intention(s) to be covered this half term	Week 1	Week 2	Week 3	Week 4	Week 5
		<p>My Music (semi formal)</p> <p>To access and explore different musical instrument in the music room</p> <p>To react to changes, listening, moving, and dancing</p>	<p>Visit the music room and explore the different instruments.</p> <p>Variety of music to choose from using scarves and ribbons.</p>	<p>Play with musical instruments. (Music room)</p> <p>Freeze dance</p>	<p>Listen to different sounds from different instruments (Music room)</p> <p>Hear it, clap it</p>	<p>Play and stop musical instruments games. (Music room)</p> <p>Animal dancing</p>
<p>My Art (semi formal)</p> <p>To encounter and use a variety of objects and materials.</p> <p>To copy a pattern.</p>	<p>Sponge painting /make a colour pattern</p> <p>PECs focus</p>	<ul style="list-style-type: none"> • Make superheroes masks using card paper, glue sticks and felt tip • PECs focus 	<ul style="list-style-type: none"> • Superheroes paper plates • PECs focus 	<ul style="list-style-type: none"> • Coloured felt superheroes costumes • PECs focus 		
<p>Maths/English (subject specific)</p> <p>To order number symbols 1-5</p> <p>Understands the concept of one more</p> <p>To listen with enjoyment and respond to stories and other music, rhymes, and poems.</p> <p>To begin to discriminate between two sounds of the alphabet</p>	<p>Number puzzles</p> <p>The wiggly, squiggly superhero, super worm story</p> <p>There's a worm at the bottom of the garden nursesey rhyme</p> <p>Phonics letters and sounds Differentiate between letters and symbols</p>	<p>Flash cards</p> <p>The ten little superheroes.</p> <p>Superman song</p> <p>Phonics letters and sounds Differentiate between letters and symbols</p>	<p>My number books</p> <p>My little book of Poetry, I like</p> <p>Phonics letters and sounds Differentiate between letters and symbols</p>	<p>Numbered Dominos</p> <p>Choose favourite songs from symbols</p> <p>Phonics letters and sounds Differentiate between letters and symbols</p>	<p>Numbered Unifix cubes</p> <p>Choose favourite rhyme, book from symbols</p> <p>Phonics letters and sounds Differentiate between letters and symbols</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) <p>● Intensive interaction.</p>	<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