

My Creativity

- Introduce the element of both 2D and 3D shape, form and space
- Explore copying and continuing a pattern using a variety of objects and materials as well as identifying different objects by their shape and differing sizes.

Activities to promote this:

My Sensory Exploration

Sensory Cookery - weekly

- To use a spreading knife to make a sandwich, with support as and where necessary.
- To follow and use a recipe if appropriate to the individual learner.

Sensory Stories - Weekly

See Equals Curriculum for the 10 essential elements
Use story sacks
Puppets

My Music

Weekly sensory Music session

Give pupils opportunities to join in with sound making.

Music can allow learners to:

- have fun
- enjoy being with another person
- develop sound production and vocal imitation skills
- develop and refine an understanding of cause and effect
- develop a consistent rhythm

Curriculum Connectors

- Here we go round the Mulberry Bush barefoot book - life skills development

Spring, Growing/Planting, Farm animals, TT Transport

My Physical Well-being

Opportunities for movement weekly:

- Sensory Circuits in the PE Hall Monday AM
- MSR Tuesday AM
- Swimming Monday/Wednesday PM
- Hydro Tuesday AM
- B4L - Friday AM
- Outdoor learning - Forest school, life skills trips
- Playgrounds - Adventure, Reception, Main

Other opportunities this term:

- Parachute games
- Here we go around the Mulberry Bush focus
- Classroom obstacle course
- Focus sessions on the decking - throw/catch, kick, target practice

Swimming:

- I know the routine of going swimming and I am confident with the transition to and from the pool
- I know how to prepare to go swimming and assist with undressing and dressing
- I know how to enter safely, no running or jumping
- I feel safe, happy and confident in the water

Additional activities to promote physical well-being

this term:

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My Sensory Play

Solitary Play

- I can concentrate on play objects for increasing periods of time
- I can accept different offerings of opportunities to play
- I can accept presence of somebody else when playing

Parallel Play

- I can tolerate another in sight when playing
- I can tolerate another in reach when playing
- I can tolerate another next to me when playing

Activities to promote this in the classroom:

Encouragement of group participation in singing games such as 'ring a ring a roses' 'hokey kokey'

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My Cognition and Challenge

- Pupils will work on their targets from their individual IEP's.
- Staff will provide opportunities in the environment for pupils to develop their cognition skills.
- Workstations to continue daily - begin workstation tasks daily in Otters

My Outdoor Learning

- I can access the outside in all weather and all seasons
- I can use all of my senses to explore the outdoors - See, hear, touch, smell
- I have opportunities to learn about and play a part in my local community

Life skills trips/experiences this term:

Knockaloe Farm

My Independence

My Cooking:

- I can follow instructions during cooking activities (Using visual support)

My Travel:

- I can walk as independently as possible in school
- I can walk as independently as possible outside of school - **ALWAYS** inform the learner where they are going and why. Visual support

My Dressing:

- I can take off my coat and hang it on my peg
- I can take off my bag and hang it on my peg
- I can put on my coat
- I can fasten my coat
- I can carry my bag

My Shopping:

- I have opportunities to experience the language and vocabulary used for shopping

Signalong

Sign to learn and promote this term:

Farm animals
Vehicles

My Communication

Imperative communication skills

- I can positively gain the attention of another person

Formal social interaction skills

- I can respond to a greeting from a familiar adult
- I can initiate a greeting and/or conversation with a familiar person
- I can communicate 'no' appropriately
- I can positively share attention with a staff member

Peer to Peer interactions

- I can communicate wants and needs with peers
- I can turn take with another person

PECS

- To work on I want..... communications
- To make a supported positive choice from two given options
- To establish a bank of each learner's favourite imperative words

Activities to promote this in the classroom:

PECS activity 1 - 'I've got something in my bag' - Farm animals - I see a pig etc.

PECS activity 2 - 'I hear' - Farm animal sounds - I hear a cow etc.

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Intensive Interaction (The Fundamentals of Communication)

Main learning intentions:

- I enjoy being with another person
- I am developing the ability to attend to that person
- I am developing concentration and attention span
- I am learning to do sequences of an activity with another person

Attention Autism Programme

Main learning intentions:

- To engage attention
- Improve joint attention
- Develop shared enjoyment in group activities
- Increase attention in adult led activities
- Encourage spontaneous interaction in natural group setting
- Increase verbal and non verbal commentary
- Build a wealth and depth of vocabulary

Tacpac

Touch and music to align the senses and develop communication skills.

It aims to develop:

- Anticipation
- Sequencing
- Social Interaction

