

### My Creativity

- I can encounter, copy and continue a pattern using a variety of objects and materials.

#### Activities

Making patterns with multi-link cubes  
Follow a pattern to make a miniature garden arrangement  
Printing patterns - Easter Eggs  
Egg Carton pattern matching  
Window bag plant  
Yoghurt pot cress heads

### My Sensory Exploration

**Sensory Cookery** - Process based allowing sensory exploration

#### Activities

Week 1 - Pizzas  
Week 2 - Mother's Day Cupcakes  
Week 3 - Spaghetti gloop (worms in mud!)  
Week 4 - Bunny biscuit faces  
Week 5 - Food spot tray (with utensils)

**Sensory Stories** - See Equals Curriculum for the 10 essential elements

#### Activities

Week 1/2 - 5 little ducks story massage  
Week 3/4 - Life cycle of a plant story massage

### My Music

**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

#### Activities/opportunities this half term:

"Follow Me" Rhythmic Patterns  
Visit from Rosalind Singleton - musical afternoon

### Curriculum Connectors

**School/Community/World wide connecting themes and experiences**

Spring  
Easter  
Growing/Planting  
Mother's Day  
World Book Day  
Down Syndrome Day  
It's Great to Be Me - A Celebration of Difference!

### My Physical Well-being

#### **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

#### **Movement:**

- I can participate in a range of playground, classroom and indoor physical activities

#### **Touch:**

Proprioceptive Massage aims to:

- Organise mental processing
- Develop proprioception for pupils who have incomplete sensory awareness

#### Sensory Circuits in the PE Hall

A range of opportunities for children to climb, balance, move in different ways, explore

Toothbrushing Programme - Children take part in daily brushing of teeth.

### 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:

Alternating continuing provision - following the children's interests

Modelling parallel play with adult support in the environment and joining in with activities alongside the children

### My Cognition and Challenge

- Pupils will work on their targets from their Individual Education Plans (IEPs)
- Staff will provide opportunities in the environment for pupils to develop their cognition skills. Targets/objectives to be taken from the EQUALS curriculum and Connecting Steps.

### 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 half term:

Trips to the park using communication boards to discuss what we can hear/smell/see. Using communication books in cafes to make choices. Practise waiting in shop queues.

### My Independence

#### **My Cooking:**

- I can use a spreading knife to spread and cut toast, with support as and where appropriate/necessary
- 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

**ALWAYS** use visual support e.g. first/then, shopping lists, social stories before each trip out.

### Signalong

#### **5 Key signs per week**

Please check our school Facebook page weekly so you can join us for "**Sign time**" and learn with us!

### My Personalised Learning

Every pupil as their Individual Education Plan (IEP) with their specific learning targets. These will be shared with you at parent meetings on Tuesday 19th March. We will contact you to arrange a time.

### 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

#### **Picture Exchange Communication System**

Our pupils are confident to use PECS for communicating wants and needs. Can we now extend this?

#### **PECS PHASE IV: Sentence Structure**

- I can construct simple sentences on a sentence strip using various different sentence starters e.g. It feels, I like, It can etc

#### **PECS PHASE V: Answering Questions**

- I can use PECS to answer a question

#### **PECS PHASE VI: Commenting**

- I can comment in response to questions
- I can structure a sentence to describe something e.g. The car is fast

#### **Activities which encourage pupils to answer questions and comment on what is happened:**

#### **I like/I don't like**

Teaching children to communicate their likes/dislikes effectively and using this tool to express their preferences a variety of different contexts.

### 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
- I am taking turns in exchanges of behaviour

### 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

