

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 Sensory Exploration

Sensory exploration

Week 1 - Cereal

Week 2 - Ice

Week 3 - Chia seeds

Week 4 - Sensory feely bags

Week 5 - Jelly

Sensory Cookery - Process based allowing

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)

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 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
- I can experience Action Songs and nursery rhymes

Touch:

Proprioceptive Massage aims to:

- Organise mental processing
- Develop proprioception for pupils who have incomplete sensory awareness
(See Equals Curriculum Guidance)

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

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 Communication

Intensive Interaction (The Fundamentals of Communication)

Main learning objectives:

- 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 - Stage 1 (Bucket)

Main learning objectives:

- To engage attention
- Improve joint attention

Picture Exchange Communication System (PECS)

PECS PHASE II: Distance and Persistence

- I can use single pictures to request a preferred item from different places, with different people and across distances. I am becoming a persistent communicator.

Tacpac - touch and music to align the senses and develop communication skills. It aims to develop:

- Anticipation
- Sequencing
- Social Interaction

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

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.

Activities:

Building and construction

Building with blocks, stacking cups and stickle bricks

Cause and effect

Ball drop/hammer game

Musical instruments

Noisy toys

Light up toys

Helpkidz Learn Website

My Outdoor School

- 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 Creative

- I can participate in a range of process art with a range of different medium (Pupils create without limits. They don't have to follow a set of instructions) e.g. finger painting, splatting, balloon art, ball rolling etc

Week 1 - Stained glass flowers

Week 2 - Mother's Day card

Week 3 - Sensory foot painting bunny

Week 4 - Easter card bunny finger painting

Week 5 - Easter headband

Individualised Sensory Environment (ISE)

- I can demonstrate my likes and dislikes to you
- I can access the environment for meaningful forms of stimulation to foster purposeful responses
- I can use sensory stimuli to engage in purposeful behaviours
- I can use the environment to support my sensory needs

Activities:

uncooked pasta, rice, sea shells, bubble wrap, feathers, jelly, water (various forms - cold, warm, soapy, bubbly, iced), dough (various strengths), various balls (different sizes, descriptions) light up toys, pop-up toys

My Fine motor

Activities:

Shape sorters

Pop-up toys (twist, push, pull)

Peggy Lego Programme - Putty and Pegs