

### My Creativity

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

#### Activities

**Week 1 - Flower printing**

**Week 2 - Bug house**

**Week 3 - Bird feeders (threading)**

**Week 4 - Design your own helmet (paper mache)**

**Week 5 - Making motor bikes**

**Week 6 - Track prints/chequered flag printing**

### My Sensory Exploration

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

#### Activities

**Week 1 - Sandwiches**

**Week 2 - Cupcake**

**Week 3 - Bread**

**Week 4 - Pin wheels**

**Week 5 - Mac and cheese**

**Week 6 - Hot dogs**

Earth Day Sensory Bottles  
"Dandi-Lions" - nature art

### 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:

- Earth Day Song
- Musical instruments

### Curriculum Connectors

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

Earth day  
Sports day  
TT

### 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

#### **Personal Hygiene**

- Children take part in daily brushing of teeth.
- Children encouraged to wash hands.
- Children encouraged to clean themselves - toileting, wiping nose, discarding of sanitary products.

### 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
- Having access to exploring mainstream playground - play bin, bikes.

#### **Life skills trips/experiences this half term:**

- Nature Walk
- Bike for Life

### 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)
- I can choose my own preferences

#### **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

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

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

### Parent Notices

Our next parent network meeting will be on Wednesday 29th May 2024. There will be hot drinks, cake and a chance to catch up with other parents. It will be 2pm - 3.15pm in Orry's Room (Office). Please let us know if you can make it.

### 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**

#### **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

### My Literacy

- To follow the sequence of a short fictional narrative story. Use story boards and props
- For the learner to retell the story as best they can
- To retell the story with fewer prompts and increasing accuracy but include pictorial prompts with learners acting out the parts. Read as a whole group
- To follow non-fiction texts about Earth Day

#### **Activities/opportunities this half term:**

#### **Story sacks:**

Earth Day Non-Fiction  
Baa, Moo what will we do?  
Farmyard Hullabaloo  
The Ugly Duckling

### My Numeracy

#### **Number**

**Number sacks:** 5 Little Birds, 7 Juicy Worms, 10 fat sausages

- Find the number before and after a given number
- Find one more and one less from a given number

#### **Money**

- Play with coins
- Match coins
- Sort coins into silver and copper with minimal assistance
- Role-play shopping
- Life skills trips - experience looking at prices of items, paying with the correct coins, paying and receiving change

### 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 / Story Massage

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

It aims to develop:

- Anticipation
- Sequencing
- Social Interaction

