

**Rolling topic planner (2019-2024)**

The below is a guide only. Teachers must plan for and deliver what is most appropriate for their learners, based on EHCP outcomes and termly TALENTS journey targets.

2019-2020		
Autumn Term- Me, Myself and I	Spring Term - On the farm	Summer Tem - Picnic
<p><b><u>My Interactions</u></b></p> <p><b>Literature</b>                      Inside out sensory story                      Gran’s visit (Bag Books)                      The huge bag of worries (Virginia Ironside)                      Mother knows best (Jill Murphy)                      Something special (Nicola Moon)                      Call &amp; Response story telling</p> <p><b>TAC PAC</b>                      A Tac Pac using music from Inside Out and tactile stimulus focused on each body part</p> <p><b>Media</b>                      Inside Out DVD, books and props.                      Social stories of emotions.                      Pictures of learner’s family.                      Pictures of learner engaging in their favourite activities (from the Summer Holidays).                      Pictures / videos of learners likes / dislikes.</p> <p><b>Bucket</b>                      Engaging objects within the bucket to be selected that may affect mood e.g. lavender, stress balls etc.                      Favourite objects of each learner could be included.</p> <p><b>Intensive Interaction</b></p>	<p><b><u>My Interactions</u></b></p> <p><b>Literature</b>                      Who am I - Sensory Story (BagBooks)                      On the fam (Anna Millbourne)                      Noisy Farm (Rod Campbell)                      Old Macdonald had a farm                      Little Red Hen                      Call &amp; Response story telling</p> <p><b>TAC PAC</b>                      1) Sheep – Rub woolly fabric over body in a circular motion                      2) Horse – Dangle mop head and move from side to side over head and body (to resemble horses mane and tail.)                      3) Pig – Bounce springs over body (to resemble a pigs tail)                      4) Cow – Turn noise makers to and fro to make mooing noise                      5) Chicken – Stroke feathers over arms and wave around body (to resemble wings)                      6) Relaxation – Listen to music and look at farm pictures on interactive floor mat and screen</p> <p><b>Media</b>                      Farm picture books                      Brochures from any local farms                      Listening to animal sounds                      Animal pictures on IWB                      Farm themed songs, old McDonald</p>	<p><b><u>My Interactions</u></b></p> <p><b>Literature</b>                      Boris the Bumble Bee (Joanna Grace)                      The Lighthouse Keeper’s Lunch (Ronda Armitage and David Armitage)                      A perfect Picnic (Sesame Street)                      We’re Going on a Picnic! (Pat Hutchins)                      This is the Bear and the Picnic Lunch (Sarah Hayes and Helen Craig)                      The very greedy bee (Steve Smallman)                      Call &amp; Response story telling</p> <p><b>TAC PAC</b></p> <p><b>Media</b>                      Picnic songs (see NI curriculum) - Ants go marching, Teddy bears picnic, Here we go, A picnic in the park, Picnic song, A picnic basket                      The Mice go on a Picnic (Youtube)</p> <p><b>Bucket</b>                      Engaging objects within the bucket to be selected that may include items at a picnic.</p> <p><b>Intensive Interaction</b>                      This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b></p>

<p>This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><b>My Explorations</b> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> Sorting, matching, and sequencing family play figures. Sorting toy figures / pictures of people of different ages. Ordering dolls / pictures of people in size order. Copy, continue, and devise patterns with pictures of people / family members.</p>	<p><b>Bucket</b> Engaging objects within the bucket: animals, equipment which may be used on a farm. Animal puppets.</p> <p><b>Intensive Interaction</b> This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><b>My Explorations</b> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b></p>	<p>This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><b>My Explorations</b> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> Sorting, matching and sequencing picnic equipment and food. Setting up for a picnic: putting out a rug, folding napkins, sequencing knife and fork,</p> <p><b>Problem Solving</b> Sabotage - before and during picnic. Locating food from different containers, different locks, out of reach.</p> <p><b>ICT</b></p>
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<p>House hold chores; Matching own socks, hanging socks on washing line using pegs, folding napkins, rolling socks, folding garments, putting tooth brushes into holders, putting napkins into rings, sorting dark and light clothing, assembling appliances such as a torch by adding batteries, sweeping tables / floors, cleaning windows and tables.</p> <p><b>Problem Solving</b> Locating personal treasures from different containers, including those that have different locks or may be out of reach. Locating appropriate resources for activities and tasks. Activating home entertainment such as; favourite music and video clips, games and toys with switches, home appliances such as hair dryers and hand blenders etc. Locating / matching house numbers</p> <p><b>ICT</b> Ian Bean Juke boxes choice making. Taking Selfies with I Pads. Recording messages on Sequential Big Macs, using sound technology and sound beam to recognise own voice and vocalisations. Using door bells, remembering alarm and door codes. Activating household appliances. Using the sensory room to change lighting to give different mood effects, changing the colours of a bubble tube to effect mood lighting.</p> <p><b>Tuff Trays</b> Place mirrors on the tuff tray; use spaghetti or foam to smear over reflections or create funny hair and moustaches.</p>	<p>Matching farm animals which are the same, make pairs of farm pictures which are the same, separate objects by categories, for example, big animals, make repeating patterns using animals, stacking.</p> <p><b>Problem Solving</b> Locating different animals hidden around the Woodlands Hub environment. Searching baskets of hay / straw for eggs.</p> <p><b>ICT</b> Taking pictures of animals, using iPads. Ian Bean ICT activities and resources. Listening to animal sounds. Matching animals on IWB.</p> <p><b>Tuff Trays</b> Explore natural products e.g. Straw, hay, sawdust, catkins, twigs, soil through smell and touch. Explore oats, nuts and various seeds using all senses. Explore different grasses, herbs. Have toy farm animals mixed in with natural materials.</p> <p><b>Creativity</b> Animal masks Animal prints Natural collage Explore different animal print fabrics Make a cress farmer Animal Face paints Collage a sheep Decorate horse shoes Vegetable prints Printing a farmyard scene using animal shaped stamps.</p> <p><b>My Movements</b></p>	<p>Taking pictures on iPad. Playing music on iPad during picnic. Sights and Sounds (Interactive Whiteboard Slides) provides a range of outdoor sound effects. Quieten the classroom as much as possible and perhaps darken it slightly. Gather the class together and play some selected outdoor sounds. Look for responses and, if sounds are repeated several times, anticipation.</p> <p><b>Tuff Trays</b> Investigate different sights and smells, for example:  <ul style="list-style-type: none"> <li>• cut grass</li> <li>• leaves</li> <li>• fruit</li> <li>• berries</li> <li>• blossom</li> </ul> </p> <p><b>Creativity</b> Creating large tissue paper flower pictures and bee silhouettes. Symmetrical butterfly prints, using hand prints, drizzling paint or blob painting. Painting a flower.</p> <p><b>My independence</b></p> <p><b>Self Help</b> Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Preparing belongings to take to different settings. Requesting food in different environments.</p> <p><b>Personal Care and hygiene</b> Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments.</p>
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<p>Put pictures of learners completing different activities in the Tuff trays. Add pictures of family members / favourite objects (where appropriate). Inside Out character pictures.</p> <p><b>Creativity</b> Creating inside out character sensory pouches by making coloured water by mixing in paint and same colour glitter and adding a laminated picture of the character e.g. yellow for joy, allow learners free expression when interacting with tactile material to encourage expression and emotion, focus on a colour a week. Decorate a frame for a family picture.</p> <p>Make a personalised treasure box - decorate it using paint, glue, glitter so it reflects their personality (see a feast of Music, p38-39)</p> <p><b><u>My Movements</u></b></p> <p><b>Physio</b> Personal targets commensurate to need and working with the therapist team</p> <p><b>Physical Activities and Games</b> Rebound, water mobility, resonance boards feel the rhythm games, swings, ball pools, soft play rough and tumble, rolling bodies in lycra and squashing in mats, massage stories from Blacklace Superman.</p> <p><b>Gross Motor Skills</b> Through PE lessons, swimming and offsite trips.</p> <p><b>Fine Motor Skills</b> This will be unique to the individual but may also include the following activities; Happy Hands activities, pegging and unpegging clothing pegs, doing up and un-doing buttons.</p>	<p><b>Physio</b> Personal targets commensurate to need and working with the therapist team</p> <p><b>Physical Activities and Games</b> Rebound, water mobility, resonance boards feel the rhythm games, swings, ball pools, soft play rough and tumble, rolling bodies in lycra and squashing in mats, massage stories from Blacklace Superman.</p> <p><b>Gross Motor Skills</b> Through PE lessons, swimming and offsite trips.</p> <p><b>Fine Motor Skills</b> This will be unique to the individual but may also include the following activities; Happy Hands activities.</p> <p><b><u>My independence</u></b></p> <p><b>Self Help</b> Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Preparing belongings to take to different settings. Ensuring hands are washed after touching animals.</p> <p><b>Personal Care and hygiene</b> Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Ensuring hands are washed after touching animals.</p> <p><b>Safety in the community</b> Offsite trips to local farms. Visit from the mobile farm. Acting safely around animals.</p> <p><b>Food Preparation and eating</b></p>	<p>Using serviettes if taps are unavailable on the picnic.</p> <p><b>Safety in the community</b> Take learners on a shopping expedition to experience buying the appropriate items for a picnic. Design a PowerPoint presentation based on your learners' preferred foods. This will reinforce learning and possibly cue their recall of the process.</p> <p>Visiting picnic spots and being safe during this process.</p> <p><b>Food Preparation and eating</b> Sharing food through creating picnics or going out for meals and eating around others. Self- control around food, understanding some food is to be shared. Prepare foods to take on the picnic. Some examples: sticky sausages (NI curriculum), fruit kebabs, colourful jellies, rice Krispy cakes</p> <p><b><u>My emotions</u></b></p> <p><b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><b><u>My Senses</u></b></p> <p><b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>
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<p><b><u>My independence</u></b>  <b>Self Help</b>          Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Preparing belongings to take to different settings.</p> <p><b>Personal Care and hygiene</b>          Personalised to the individual, linked to EHCP Outcomes. Cleaning hands when in outdoor environments, locating and accessing toileting facilities when out and about. Putting on and tolerating sunscreen.</p> <p><b>Safety in the community</b>          Offsite trips to TVAP, local parks and Forest school. Practice personal space and spatial awareness in busier environments.</p> <p><b>Food Preparation and eating</b>          Choice making; different toppings and fruits on sundaes.          Setting up subway stations to make and ask for choices.          Making favourite foods, including making and preparing own packed lunches          Using kitchen appliances e.g. blender, toaster, kettle etc. switches can support the operation.</p> <p><b><u>My emotions</u></b>  <b>9 Critical Communication skills</b>          This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b>          This will be unique for each individual and will involve multidisciplinary input.</p>	<p>Preparing vegetables, tasting vegetables, making roasted vegetables.          Growing seeds.          Making bread.</p> <p><b><u>My emotions</u></b>  <b>9 Critical Communication skills</b>          This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b>          This will be unique for each individual and will involve multidisciplinary input.</p> <p><b><u>My Senses</u></b>  <b>Maintaining or refining Sensory impairments</b>          (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b>          This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>	<p><b>Sensory Regulation</b>          This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>
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2020-21		
Autumn Term - Along the river	Spring Term – In the garden	Summer Tem – With a little help from my friends....
<p><b>My Interactions</b>  <b>Literature</b>                  A River sensory story and resource pack (Marc Martin)</p> <p><b>TAC PAC</b>                  1) Rainmaker – Waterfall- tip up and down, listen to noises of rain or running water.                  2) Wooden spoon – Rowing boat – Move spoon over body in sweeping movements to resemble rowing.                  3) Silver paper – Water – Shake over body, ripple paper to resemble flow of water.                  4) Water – Rapids – Spray water over head, hands and face. – Getting wet in the rapids.                  5) Bubbles – Bubble solution – Blow bubbles in air – Gone under water.                  6) Relaxation – Calm listen to music and look at river pictures on interactive floor mat and screen.</p> <p>A Tac Pac using music inspired from each destination of the boat journey starting with home and accompanying music</p>	<p><b>My Interactions</b>  <b>Literature</b>                  Peter Rabbit sensory story                  Wildlife in the city (Joanna Grace)                  Anna’s Allotment Bake (BagBooks)                  The Little Seed (BagBooks)                  Learning to fly (BagBooks)                  Cocoon (Joanna Grace)                  Dandelion (Joanna Grace)</p> <p><b>TAC PAC</b>                  A Tac Pac using music inspired from each of the different Peter Rabbit tales and representative tactile materials such as a duster for a fox’s tail.</p> <p><b>Media</b>                  Peter Rabbit tales, Paddington Peas, Gardening magazines.</p> <p><b>Attention Bucket</b>                  Engaging objects within the bucket to be selected that may be used outside or in a garden.</p>	<p><b>My Interactions</b>  <b>Literature</b>                  The Wizard of Oz                  Toy Story                  The Match (BagBooks)</p> <p><b>TAC PAC</b></p> <p><b>Media</b>                  The Wizard of Oz book, DVD, Music (focus on where Dorothy makes friends)                  Winnie the Pooh song                  Clips of special friends - Batman and Robin, Scooby and Shaggy, Scully and Mike (Monsters Inc.),</p> <p><b>Attention Bucket</b></p> <p><b>Intensive Interaction</b>                  This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b></p>

<p><b>Attention Bucket</b> Engaging objects which feature within the story.</p> <p><b>Intensive Interaction</b> This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><b>My Explorations</b> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> Sorting, sequencing and matching.</p>	<p><b>Intensive Interaction</b> This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><b>My Explorations</b> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> Garden maintenance: sorting garden trays e.g. leaves and acorns; planting seeds; scooping soil into pots, sorting seeds into containers, sorting garden utensils, sweeping, watering and pouring, sequencing of natural material, pegging up</p>	<p>This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><b>My Explorations</b> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b></p> <p><b>Tuff trays</b> Photos of peers within the Woodlands Hub. Photos of peers completing favourite activities. Photos of famous friends from book/ films, for example the Wizard of Oz.</p> <p><b>Creativity</b> Creating a picture of a friend. Friendship bracelet.</p>
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<p><b>Problem Solving</b> Within the community - Dropping sticks one side of the bridge and watching them float through to the other side.</p> <p><b>ICT</b> Taking pictures of rivers. Listening to / matching river sounds.</p> <p><b>Tuff Trays</b> Various water trays containing sensory stimulus from each destination of the A River story</p> <p><b>Creativity</b> Creating River sensory bottle and pouches Building boats using junk material Creating collages of the different river destinations, using water colours.</p> <p><u><b>My Movements</b></u></p> <p><u><b>My independence</b></u></p> <p><b>Self Help</b> Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Preparing belongings to take to different settings.</p> <p><b>Personal Care and hygiene</b> Personalised to the individual linked to EHCP Outcomes. Washing hands after being outdoors / near rivers, putting on sun screen.</p> <p><b>Safety in the community</b> Safety around water. Offsite trips - River cruise trip, garden center to observe fish.</p> <p><b>Food Preparation and eating</b></p>	<p>washing, fruit picking and putting into baskets, Peter Rabbit puzzles. Correct use of tools. Sorting, matching, sequencing pictures of bugs and gardening clothes.</p> <p><b>Problem Solving</b> Searching for motivators in outdoor spaces. Navigating past obstacles in the garden environment. Ian Bean Peter Rabbit game. Bug hunt - exploration around the school grounds in search of bugs, using magnifying tools and inspection pots</p> <p><b>ICT</b> Priory Woods Bugz. Ian Bean Spider dance. Switch activated leaf blowers. Using iPads to photograph gardens and mini beasts</p> <p><b>Tuff Trays</b> Gardening trays filled with earth, plants, seeds, dried flowers.</p> <p><b>Creativity</b> Creating foliage collages from trips in the garden. Flower printing. Making pot pouri. Painting using flowers and plants. Taking rubbings of outdoor materials (bark and leaf). Making tactile pictures of Beatrix Potter characters. Making bird boxes, insect hotels, bird feeders. Woodland scene - using collage materials.</p>	<p><u><b>My Movements</b></u></p> <p><u><b>My independence</b></u></p> <p><b>Self Help</b> Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Preparing belongings to take to different settings.</p> <p><b>Personal Care and hygiene</b> Personalised to the individual linked to EHCP Outcomes.</p> <p><b>Safety in the community</b> Safety during offsite trips.</p> <p><b>Food Preparation and eating</b> Making food for a friend. Eating alongside peers. Sharing food.</p> <p><u><b>My emotions</b></u></p> <p><b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><u><b>My Senses</b></u></p> <p><b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>
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<p>Look / observe / explore a whole fish from the fish counter. Prepare and try different kinds of fish.</p> <p><b>My emotions</b></p> <p><b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><b>My senses</b></p> <p><b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>	<p><b>My Movements</b></p> <p><b>My independence</b></p> <p><b>Self Help</b> Personal targets linked to EHCP Outcomes. Carrying out simple garden tasks, or navigating objects in the garden such as small fences. Putting out garden chairs, umbrellas.</p> <p><b>Personal Care and hygiene</b> Personalised to the individual linked to EHCP Outcomes. Washing hands after being outdoors, wearing gardening gloves, putting on sun screen.</p> <p><b>Safety in the community</b> Offsite trips to garden centre, safety around garden equipment. Exploring trees, plants and wildlife in the community.</p> <p><b>Food Preparation and eating</b> Using garden produce to make salads, making mushy peas. Fruit picking, making fruit salad and adding fruit to pavlova base. Making bird feeders.</p> <p><b>My emotions</b></p> <p><b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p>	<p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>
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2021-2022		
Autumn Term- Me, Myself and I	Spring Term – The World around us	Summer Tem – The Seaside
<p><b>My Interactions</b>  <b>Literature</b>                      Inside out sensory story                      Gran’s visit (Bag Books)                      The huge bag of worries (Virginia Ironside)                      Mother knows best (Jill Murphy)                      Something special (Nicola Moon)</p> <p><b>TAC PAC</b>                      A Tac Pac using music from Inside Out and tactile stimulus focused on each body part</p> <p><b>Media</b>                      Inside Out DVD, books and props.                      Social stories of emotions.                      Pictures of learner’s family.                      Pictures of learner engaging in their favourite activities (from the Summer Holidays).                      Pictures / videos of learners likes / dislikes.</p> <p><b>Attention Autism (Bucket)</b></p>	<p><b>My Interactions</b>  <b>Literature</b>                      Our Cultures sensory story based around cultural activities that each learner is involved in both in and out of school so will be personalised to each group, it is shaped through a repeated chorus and each verse is based on an individual within the group in order to share our cultures.</p> <p><b>TAC PAC</b>                      A personalised TAC PAC using music that each individual may hear at home or linked to their religious community and a tactile experience to accompany.</p> <p><b>Attention Autism (Bucket)</b>                      Engaging items within the bucket to be selected around cultural belief where possible e.g. a dreidel but subject to learner motivation.</p> <p><b>Intensive Interaction</b>                      This will be specific to the learner and the interaction partner (adult)</p>	<p><b>My Interactions</b>  <b>Literature</b>                      A day at the seaside (BagBooks)                      All at sea stormy sensory story (NI curriculum)                      Shelden at the beach (Pete Wells)                      Rainbow Fish (Marcus Pfister)                      Commotion in the Ocean (Giles Andreae)                      Shark in the Dark (Peter Bentley)</p> <p><b>TAC PAC</b>                      Little Mermaid TACPAC using music from the movie, seashells, shakers</p> <p><b>Media</b>                      Little Mermaid, Moana, Finding Nemo DVD, books and Music.                      Listen to a variety of seaside sound effects: waves, seagulls, a fierce storm...</p> <p><b>Attention Autism (Bucket)</b>                      Engaging items within the bucket possibly linked to the Little mermaid such as a battery operated toy, voice changer.</p>

<p>Engaging objects within the bucket to be selected that may affect mood e.g. lavender, stress balls etc. Favourite objects of each learner could be included.</p> <p><b>Intensive Interaction</b> This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><u><b>My Explorations</b></u> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b></p>	<p><b>Expressive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><u><b>My Explorations</b></u> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Walden, Activity boxes/ stations and trays</b> Matching and sorting different cultural items or pictures of these items. Completing different sequences using cultural artefacts e.g. placing a tea light in a lantern</p> <p><b>Problem Solving</b> Sabotaging class cultural routines, can the learners improvise?</p>	<p><b>Intensive Interaction</b> This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><u><b>My Explorations</b></u> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Walden, Activity boxes / stations and trays</b> Sorting / matching / sequencing - plastic fish Copy, continue and devise patterns with sea creatures, such as, Pearl and Sea Shell two step sequencing; pearl into shell, pearl into shell ...repeat to form pattern.</p>
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<p>Sorting, matching, and sequencing family play figures.          Sorting toy figures / pictures of people of different ages.          Ordering dolls / pictures of people in size order.          Copy, continue, and devise patterns with pictures of people / family members.          House hold chores; Matching own socks, hanging socks on washing line using pegs, folding napkins, rolling socks, folding garments, putting tooth brushes into holders, putting napkins into rings, sorting dark and light clothing, assembling appliances such as a torch by adding batteries, sweeping tables / floors, cleaning windows and tables.</p> <p><b>Problem Solving</b>          Locating personal treasures from different containers, including those that have different locks or may be out of reach.          Locating appropriate resources for activities and tasks.          Activating home entertainment such as; favourite music and video clips, games and toys with switches, home appliances such as hair dryers and hand blenders etc.          Locating / matching house numbers</p> <p><b>ICT</b>          Ian Bean Juke boxes choice making.          Taking Selfies with I Pads.          Recording messages on Sequential Big Macs, using sound technology and sound beam to recognise own voice and vocalisations.          Using door bells, remembering alarm and door codes.          Activating household appliances.</p>	<p><b>ICT</b>          Switches with music from cultures of each learner.          Sound beam using instruments from the learners cultures          iPad apps with different religious stories, language translator apps, Rama and the Daemon.          King Power Point story by Pete Wells, Creation Story PowerPoint by Pete Wells.          Shiny learning fireworks switch game.</p> <p><b>Creativity</b>          Painting with yoghurt mixed with different spices and herbs from different cultures.          Making props to celebrate learners cultures e.g. Birthday cards, Easter bonnets, Mehndi art, Festival of Holi colour play with shredded paper, coloured rice, glitter, and tissue paper, Chinese new year lanterns; decorating disposable cups and attaching to tea lights to make lanterns.</p> <p><u><b>My Movements</b></u></p> <p><u><b>My independence</b></u></p> <p><b>Self Help</b>          Personal targets linked to EHCP Outcomes.          Recognising signs and symbols in the environment e.g. toilet sign, logos of favourite places e.g. Mc Donald's, ToysRus, traffic lights signals.</p> <p><b>Personal Care and hygiene</b>          Personalised to the individual linked to EHCP Outcomes.          Experimenting with hairstyles relating to different cultures, and hygiene practices e.g. feet washing.</p>	<p>Scattering of balls in a pool for across body co-ordination, Transferring water; using both hands simultaneously.</p> <p><b>Problem Solving</b>          Finding hidden treasures and objects hidden in chests / boxes and sand and water trays.          Finding musical instruments which match a particular sea sound.          Fishing game - add paper clip to laminated fish - learners to catch the fish with magnets.</p> <p><b>Tuff box</b>          Sand play dough; Soapy sea foam; Water beads.          Water play; Water with green shredded cellophane: add favoured objects and treasures.          Rock pools: include shells and sand, use nets and jewels / toy fish.</p> <p><b>ICT:</b> Apps; Bubble pop, Pond life, Aquarium.          Interactive floor programmes (Orchard).</p> <p><b>Creativity</b>          Use sensory stimuli as a group to create a painting by Ivan Konstantinovich Aivazovsky - wafting a large white parachute, add light and other stimulus to represent each sea scape painting, play alongside Ivan Konstantinovich Aivazovsky you tube video to build up a simulation, take photos and videos to display and project          Coffee filter jelly fish, Colour the coffee filter paper, add water from water spray / pipettes, choose tactile ribbons and attach to the middle of the jelly fish.          Shell printing - explore shells, dip them in paint or print them onto clay.          Hand print fish / crabs - have a body paint hand massage and print the results onto paper, 1 hand</p>
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<p>Using the sensory room to change lighting to give different mood effects, changing the colours of a bubble tube to effect mood lighting.</p> <p><b>Tuff Trays</b> Place mirrors on the tuff tray; use spaghetti or foam to smear over reflections or create funny hair and moustaches. Put pictures of learners completing different activities in the Tuff trays. Add pictures of family members / favourite objects (where appropriate). Inside Out character pictures.</p> <p><b>Creativity</b> Creating inside out character sensory pouches by making coloured water by mixing in paint and same colour glitter and adding a laminated picture of the character e.g. yellow for joy, allow learners free expression when interacting with tactile material to encourage expression and emotion, focus on a colour a week. Decorate a frame for a family picture.</p> <p>Make a personalised treasure box - decorate it using paint, glue, glitter so it reflects their personality (see a feast of Music, p38-39)</p> <p><u><b>My Movements</b></u></p> <p><u><b>My independence</b></u> <b>Self Help</b> Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Preparing belongings to take to different settings.</p> <p><b>Personal Care and hygiene</b></p>	<p><b>Safety in the community</b> Offsite trips to TVAP. Looking for signs in the environment e.g. red light means stop, road means stop, waiting in shops for my assistance partner. Self-control around food and motivators within the community.</p> <p><b>Food Preparation and eating</b> Preparing food from own or different cultures, sharing food through creating picnics or going out for meals and eating around others.</p> <p><u><b>My emotions</b></u> <b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><u><b>My Senses</b></u> <b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>	<p>for fish, two hands joined at the palm for crab, sensory ball stamped puffer fish, Use a spikey sensory ball to stamp coloured imprints onto black paper, add eyes and fins. Bubble wrap printing , Paint onto bubble wrap and print to create a bubbly ocean backdrop to stick all finished pieces of work onto; Weaving blue ribbons and fabric into netting with other under the sea items. Ocean in a bottle. Junk model sea creatures.</p> <p><u><b>My Movements</b></u></p> <p><u><b>My independence</b></u> <b>Self Help</b> Personal targets linked to EHCP outcomes. Rolling towel, putting on sun cream, packing bag.</p> <p><b>Personal Care and hygiene</b> Personal targets linked to EHCP Outcomes. Thematic links may include; Finding my style; Hair brushing and styling; hair dressers role play and visits, toe nail cutting, nail painting and nail bar role play with foot spas, choosing favourite smells and clothes</p> <p><b>Safety in the community</b> Personal targets linked to EHCP objectives. Offsite TVAP, and local parks. Managing my emotions when offsite and choice making, using playground and offsite equipment safely.</p> <p><b>Food Preparation and eating</b> Citrus Fruits - Learners will touch, taste and smell juices and citrus snack to keep away scurvy!</p>
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<p>Personalised to the individual, linked to EHCP Outcomes. Cleaning hands when in outdoor environments, locating and accessing toileting facilities when out and about. Putting on and tolerating sunscreen.</p> <p><b>Safety in the community</b> Offsite trips to TVAP, local parks and Forest school. Practice personal space and spatial awareness in busier environments.</p> <p><b>Food Preparation and eating</b> Choice making; different toppings and fruits on sundaes. Setting up subway stations to make and ask for choices. Making favourite foods, including making and preparing own packed lunches Using kitchen appliances e.g. blender, toaster, kettle etc. switches can support the operation.</p> <p><b>My emotions</b> <b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><b>My senses</b> <b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b></p>		<p>Provide lots of opportunities for each learner to touch, smell, feel and look at the citrus fruits before they are cut or squeezed. Citrus smoothies; Combine ingredients into a blender, activate the blender with a switch. Ice - cream making. Fish and chips.</p> <p><b>My emotions</b> <b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><b>My Senses</b> <b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>
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2022-2023		
Autumn Term- Journeys	Spring Term – In my home	Summer Tem – Our Community
<p><b><u>My Interactions</u></b>  <b>Literature</b></p> <p><b>TAC PAC</b></p> <p><b>Attention Autism (Bucket)</b></p> <p><b>Intensive Interaction</b>                      This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b>                      This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b>                      This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><b><u>My Explorations</u></b>  <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> </ul>	<p><b><u>My Interactions</u></b>  <b>Literature</b></p> <p>A River sensory story and resource pack (Marc Martin)                      The uninvited guests (BagBooks)                      Gran’s visit (BagBooks)</p> <p><b>TAC PAC</b></p> <p><b>Spring Cleaning:</b></p> <ol style="list-style-type: none"> <li>1) Cleaning – Wipe damp Sponge over hands and face</li> <li>2) Washing – Blow bubbles over student to resemble soap suds.</li> <li>3) Dusting – Move Feather duster over body in waving motions</li> <li>4) Polishing – Rub material over body</li> <li>5) Sweeping – Use side to side strokes with brush on arms and legs.</li> <li>6) Relaxation – Lay down and listen to music whilst looking at pictures on computer screen.</li> </ol> <p><b>Attention Autism (Bucket)</b>                      Engaging objects within the bucket to be selected that may be found at home, used in different home areas or within a toy box</p> <p><b>Intensive Interaction</b>                      This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b></p>	<p><b><u>My Interactions</u></b>  <b>Literature</b></p> <p>Professional crocodile sensory story and resource pack (Giovanna Zoboli &amp; Mariachiara Di Giorgio)                      The train ride (June Crebbin)</p> <p><b>TAC PAC</b>                      Each tactile experience and the accompanying music will be based on shopping, moving through The Lexicon in Bracknell Town centre</p> <p><b>Attention Autism (Bucket)</b>                      Engaging items within the bucket to be selected and bought when visiting the Lexicon but subject to learner motivation.</p> <p><b>Intensive Interaction</b>                      This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b>                      This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b>                      This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids</p>

<ul style="list-style-type: none"> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> Sorting, sequencing and matching different modes of transport. Matching different modes of transport to how you would travel, for example a boat to water, train to train track.</p> <p><b>Problem Solving</b> Attempting different journeys around school to locate favourite objects. Journeys to include a 'problem' en route.</p> <p><b>ICT</b> Using the iPad to take photos of themselves and peers at different points in their journey. Pressing buttons in iPad to select journey booking, for example, train.</p> <p><b>Tuff Trays</b></p> <p><b>Creativity</b></p> <p><u><a href="#">My Movements</a></u></p> <p><u><a href="#">My independence</a></u> <b>Self - help</b></p>	<p>This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><u><a href="#">My Explorations</a></u> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> House hold chores: matching socks, hanging socks on washing line, rolling socks, folding garments, putting tooth brushes into holders, putting napkins into rings, sorting dark and light clothing, sweeping windows and floors, cleaning windows and tables.</p> <p><b>Problem solving</b> Locating personal / favourite items from different containers or containers out of reach. Activating</p>	<p>may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><u><a href="#">My Explorations</a></u> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> Tasks and skills which would help within the community and shops e.g. stacking cans within a shop, flower arranging within flower shop, planting flowers seeds / bulbs in the community, sorting recycling, filling envelopes</p> <p><b>Problem Solving</b> Looking for favoured activities and personal belongings when in the community, finding assistance when in community shops, self-organisation to prepare belongings when leaving, navigating home.</p> <p><b>ICT</b> Taking photos of landmarks in the community, using communication devices in the community, creating sound scapes of journeys into the community by making recordings and playing them back, using self-service machines to make choices – these can be created and replicated using a smartboard during snack times by</p>
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<p><b>Personal care and hygiene</b></p> <p><b>Safety in the community</b></p> <p><b>Food preparation and eating</b></p> <p><u>My emotions</u>  <b>9 Critical Communication skills</b>                  This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b>                  This will be unique for each individual and will involve multidisciplinary input.</p> <p><u>My senses</u>  <b>Maintaining or refining Sensory impairments</b>                  (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b>                  This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>	<p>home appliances such as hair dryer, blenders. Locating / match house numbers.</p> <p><b>ICT</b></p> <p><b>Tuff Trays</b></p> <p><b>Creativity</b></p> <p><u>My Movements</u></p> <p><u>My independence</u>  <b>Self - help</b>                  Personal targets linked to EHCP Outcomes. Making bed, hanging clothes, sorting socks, preparing the table, loading or unloading a washing machine or dishwasher.</p> <p><b>Personal care and hygiene</b>                  Personal targets linked to EHCP Outcomes. Using hair dryers, using a washing machine, brushing hair, brushing teeth.</p> <p><b>Safety in the community</b>                  Personal targets linked to EHCP Outcomes. Being safe around potentially dangerous household items.</p> <p><b>Food preparation and eating</b>                  Preparing food from cupboard essentials, e.g. beans on toast, mug shots, sandwiches, toast, scrambled eggs, wraps.</p> <p><u>My emotions</u>  <b>9 Critical Communication skills</b></p>	<p>including photos on a PowerPoint of snack choices to model those of McDonalds and similar.</p> <p><b>Tuff Trays</b>                  Filled with different materials to resemble the community, such as earth and foliage to resemble a local woodland, sand trays to resemble a local play park, boxes with cans and cardboard and plastic packaging from local shops to stack and knock down</p> <p><b>Creativity</b>                  Creating puzzles to be put together of local shop logos and familiar packaging seen in shops e.g. a favourite brand of cereal.                  Creating journey collages from trips into the community; collecting things from different community environments.                  Exploring colours from favourite brands and logos.</p> <p><u>My Movements</u></p> <p><u>My independence</u>  <b>Self Help</b>                  Personal targets linked to EHCP Outcomes. Helping and doing jobs for others e.g. cleaning other classroom windows, washing cars, preparing snacks to share, litter picking, sorting recycling</p> <p><b>Personal Care and hygiene</b>                  Personal targets linked to EHCP Outcomes. Thematic links may include; visiting laundrettes, realistic roleplay of visiting a hairdressers, dentist etc.</p>
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	<p>This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><u>My Senses</u> <b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>	<p><b>Safety in the community</b> Personal targets linked to EHCP Outcomes. Offsite trips to local places of interest. Locating local parks and navigating back, locating / asking for help in different areas.</p> <p><b>Food Preparation and eating</b> Cooking local produce from school sensory garden or from fruit picking locally e.g. Eton mess, fruit salad, salad, vegetables and dips, creating picnics and preparing packed lunches to eat In the community, eating sensibly in the community, choosing filling options in local sandwich shops and being around others food in the community with restraint and self-control.</p> <p><u>My emotions</u> <b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><u>My Senses</u> <b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>
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<b>2023-2024</b>		
Autumn Term- Me, Myself and I	Spring Term – Explorers	Summer Tem – Colours of the rainbow
<p><b><u>My Interactions</u></b>  <b>Literature</b>                      Inside out sensory story                      Gran’s visit (Bag Books)                      The huge bag of worries (Virginia Ironside)                      Mother knows best (Jill Murphy)                      Something special (Nicola Moon)</p> <p><b>TAC PAC</b>                      A Tac Pac using music from Inside Out and tactile stimulus focused on each body part</p> <p><b>Media</b>                      Inside Out DVD, books and props.                      Social stories of emotions.                      Pictures of learner’s family.                      Pictures of learner engaging in their favourite activities (from the Summer Holidays).                      Pictures / videos of learners likes / dislikes.</p> <p><b>Attention Autism (Bucket)</b>                      Engaging objects within the bucket to be selected that may affect mood e.g. lavender, stress balls etc.                      Favourite objects of each learner could be included.</p> <p><b>Intensive Interaction</b>                      This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b>                      This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of</p>	<p><b><u>My Interactions</u></b>  <b>Literature</b>                      Around the world in 80 days sensory story                      Sweaty Pits McTavish (Pete Wells)                      ‘In the Woods’ (Joanna Grace) – There is a stranger in the woods.                      Ein Wattspaziergang (Joanna Grace) – A walk is interrupted by dense fog, they have to rely on sense other than sight to find their way to safety.</p> <p><b>TAC PAC</b>                      Phineas Fog’s journey: Learners will experience a range of music including traditional music from a range of countries visited by Phineas Fog accompanied with a tactile element.</p> <p><b>Media</b>                      Around the world in 80 days cartoon, travel brochures</p> <p><b>Attention Autism (Bucket)</b>                      Engaging objects within the bucket to be selected from around where possible e.g. instruments, fans</p> <p><b>Intensive Interaction</b>                      This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b>                      This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p>	<p><b><u>My Interactions</u></b>  <b>Literature</b>                      The story of the rainbow</p> <p><b>TAC PAC</b>                      1) Water- Manipulate silver paper in front of student to resemble flow of water.                      2) Sunshine – Shine torch over body to encourage tracking.                      3) Cloud- Rub and roll scrunchy over body.                      4) Rain – Spray water over head and body.                      5) Rainbow – Wave coloured twizzle around in front of student in a semi-circle and let it tickle face, arms etc.                      6) Relaxation – Lie down and look at pictures of rainbows on screen.</p> <p><b>Media</b>                      Colour themed songs, including ‘I can see a rainbow’.                      Look at coloured pictures in books and match colour to another item.</p> <p><b>Attention Autism (Bucket)</b></p> <p><b>Intensive Interaction</b>                      This will be specific to the learner and the interaction partner (adult)</p> <p><b>Expressive</b>                      This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, PECS, Objects of</p>

<p>Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><u><b>My Explorations</b></u> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> Sorting, matching, and sequencing family play figures. Sorting toy figures / pictures of people of different ages. Ordering dolls / pictures of people in size order. Copy, continue, and devise patterns with pictures of people / family members. House hold chores; Matching own socks, hanging socks on washing line using pegs, folding napkins, rolling socks, folding garments, putting tooth brushes into holders, putting napkins into rings, sorting dark and light clothing, assembling appliances such as a torch by adding batteries, sweeping tables / floors, cleaning windows and tables.</p>	<p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><u><b>My Explorations</b></u> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon, Activity boxes / stations and trays</b> Inventors; assembling battery operated toys and appliances e.g. putting the batteries into torches</p> <p><b>Problem Solving</b> Navigating back to class from various points around the school, anticipating and moving to destinations from photographs and objects of reference, tracking favoured objects, searching for favoured objects</p> <p><b>ICT</b> Balloon Pop, Disney’s Up Balloon pop, Chinese pond Interactive Floor; Nature scatter; pupils can scatter the leaves and splat bugs on the interactive floor, Beams Story; Using the Beams programmes; transport</p>	<p>Reference, Communication boards, Intensive Interaction, Pro Lo Quo, signing, gesture.</p> <p><b>Receptive</b> This will be unique to each individual and commensurate to need formed around a Total Communication approach. Strategies and aids may include, but not limited to, Objects of reference, symbols, visual timetables, white boards, signing, gesture, transition songs.</p> <p><u><b>My Explorations</b></u> <b>Phase 1 letters and sounds</b></p> <ul style="list-style-type: none"> <li>• General sound discrimination – environmental</li> <li>• General sound discrimination – instrumental</li> <li>• Songs, actions and rhymes</li> <li>• Rhythm and rhyme – rhyming songs, clapping out syllables</li> <li>• Initial sound of words and matching object to word</li> </ul> <p><b>Cognition and Waldon activity boxes, stations and trays</b> Separating and sorting: different coloured fabrics and materials by colour. Separating / sorting / sequencing - different coloured fruits (sequencing could be done on a kebab stick) Explore different coloured papers by scrunching, ripping, folding, squeezing and cutting - then sort into group.</p> <p><b>Problem solving</b> Colour lotto</p> <p><b>ICT</b></p> <p><b>Tuff Trays</b></p>
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<p><b>Problem Solving</b>          Locating personal treasures from different containers, including those that have different locks or may be out of reach.          Locating appropriate resources for activities and tasks.          Activating home entertainment such as; favourite music and video clips, games and toys with switches, home appliances such as hair dryers and hand blenders etc.          Locating / matching house numbers</p> <p><b>ICT</b>          Ian Bean Juke boxes choice making.          Taking Selfies with I Pads.          Recording messages on Sequential Big Macs, using sound technology and sound beam to recognise own voice and vocalisations.          Using door bells, remembering alarm and door codes.          Activating household appliances.          Using the sensory room to change lighting to give different mood effects, changing the colours of a bubble tube to effect mood lighting.</p> <p><b>Tuff Trays</b>          Place mirrors on the tuff tray; use spaghetti or foam to smear over reflections or create funny hair and moustaches.          Put pictures of learners completing different activities in the Tuff trays.          Add pictures of family members / favourite objects (where appropriate).          Inside Out character pictures.</p> <p><b>Creativity</b>          Creating inside out character sensory pouches by making coloured water by mixing in paint and</p>	<p><b>Tuff Trays</b>          Inventors Tuff Tray:          Tuff tray with different pipes, wires, tubes, containers for learners to explore and manipulate as they desire. Sunflowers; Large sunflowers and sunflower seeds placed in the tuff box, pupils can move their hands in through the seeds and pluck and pull out the sunflowers petals, leaves and seeds. Nature Tuff Tray.</p> <p><b>Creativity</b>          Art from the Great Outdoors:          Pupils will experience a nature walk across the school and surrounding area. The session will be led on a 1:1 and small group basis using Learners reactions and interactions to lead the direction of the trail. Learners will be encouraged to find objects on their journey through natural inquisition, reach, choosing, looking or supported exploration. With differing support learners will be encouraged to collect the objects from their journey.          They will then work with the materials collected in the following activities or enjoy and respond to the final products.          Wind Catcher / nature mobile; The items will be collected and will be threaded into a wind catcher, Some learners may be able to thread with support, choose which objects will be threaded or react to their finished wind catcher. Summer window display; The items will be placed in order they were found to document the journey / arranged / scattered with differing support onto sticky back plastic and placed onto classroom windows Nature study sun catchers; The items collected will be placed with differing support and skill onto laminating paper, this will be laminated, cut into shapes and hung in an area to catch the</p>	<p><b>Creativity</b>          Paint a red picture with hands.          Decorate a plate with various orange papers.          Colour a picture yellow with crayon.          Make a green coloured fabric collage.          Explore blue glitter with brushes.          Make an indigo pattern with sponges.          Finger paint with purple paint.          Make a rainbow plate.          Create a rainbow with modelling foam          Explore coloured sand.          Play with coloured water.          Play with cornflour.          Explore coloured foam.</p> <p><u><b>My Movements</b></u></p> <p><u><b>My independence</b></u></p> <p><b>Self Help</b>          Personal targets linked to EHCP Outcomes.</p> <p><b>Personal Care and hygiene</b>          Personalised to the individual linked to EHCP Outcomes.</p> <p><b>Safety in the community</b></p> <p><b>Food Preparation and eating:</b> Explore / prepare / eat the following coloured fruit: strawberries, bananas, cucumber, blueberries, blackcurrant yoghurt, oranges and blackcurrant drink.</p> <p><u><b>My emotions</b></u></p> <p><b>9 Critical Communication skills</b></p>
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<p>same colour glitter and adding a laminated picture of the character e.g. yellow for joy, allow learners free expression when interacting with tactile material to encourage expression and emotion, focus on a colour a week. Decorate a frame for a family picture.</p> <p>Make a personalised treasure box - decorate it using paint, glue, glitter so it reflects their personality (see a feast of Music, p38-39)</p> <p><b><u>My Movements</u></b></p> <p><b><u>My independence</u></b> <b>Self Help</b> Personal targets linked to EHCP Outcomes. Finding and recognising own belongings in different environments. Preparing belongings to take to different settings.</p> <p><b>Personal Care and hygiene</b> Personalised to the individual, linked to EHCP Outcomes. Cleaning hands when in outdoor environments, locating and accessing toileting facilities when out and about. Putting on and tolerating sunscreen.</p> <p><b>Safety in the community</b> Offsite trips to TVAP, local parks and Forest school. Practice personal space and spatial awareness in busier environments.</p> <p><b>Food Preparation and eating</b> Choice making; different toppings and fruits on sundaes. Setting up subway stations to make and ask for choices.</p>	<p>sun or placed into a basket for learners to look at and explore on later occasions</p> <p><b><u>My Movements</u></b></p> <p><b><u>My independence</u></b> <b>Self Help</b> Personal targets linked to EHCP Outcomes. Recognising, and responding to, signs and symbols in the environment e.g. toilet sign, logos of favourite places e.g. Mc Donald's, ToysRus, traffic lights signals.</p> <p><b>Personal Care and hygiene</b> Personalised to the individual linked to EHCP Outcomes.</p> <p><b>Safety in the community</b> Offsite trips to Local places of interest. Looking for signs in the environment e.g. red light means stop, road means stop, waiting in shops for my assistance partner, self-control around food and motivators within the community.</p> <p><b>Food Preparation and eating:</b> Preparing dishes from the countries visited on the balloon journey</p> <p><b><u>My emotions</u></b> <b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><b><u>My Senses</u></b></p>	<p>This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><b><u>My Senses</u></b> <b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>
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<p>Making favourite foods, including making and preparing own packed lunches Using kitchen appliances e.g. blender, toaster, kettle etc. switches can support the operation.</p> <p><b>My emotions</b> <b>9 Critical Communication skills</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Self-Regulation</b> This will be unique for each individual and will involve multidisciplinary input.</p> <p><b>My senses</b> <b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>	<p><b>Maintaining or refining Sensory impairments</b> (If appropriate) This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p> <p><b>Sensory Regulation</b> This will be unique for each individual commensurate to need and will involve multidisciplinary input.</p>	
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