

S1 Medium Term Pre-Formal Curriculum Plan

<p style="text-align: center;">Week 8 23<sup>rd</sup> October – 27<sup>th</sup> October</p>	<p style="text-align: center;">Coco/Hocus Pocus</p>	<p><b>Independent Morning Meeting</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time</b> To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction</b> To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain Using attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Independent Story Massage</b></p> <p><b>Sensory Story – Webster Witch's wacky weather (Geography)</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b> H</p> <p><b>Reading Class reader - Coco</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Independent Pre Writing – Mark Making (NW, LM, KL)</b></p> <p>Horizontal Lines</p> <p><b>Fine Motor Skills –</b></p> <p>Work Station threading, posting, Matching pictures, symbols, etc</p> <p><b>Writing –</b> To write a simple sentence (AA) To identify where the full stop goes (AA)</p>	<p><b>Independent Early Maths –</b> Number songs and Counting (NW, KL, LM)</p> <p>Exploratory activity with number 1-5 (KL,LM) – changing sensory stimuli in response to pupils reaction</p> <p>Exploratory activity with number 1-10 (NW) - changing sensory stimuli in response to pupils reaction</p> <p><b>Maths – Adult Support</b> Basic Maths Skills (AA) – Consolidation Addition and Subtraction</p>	<p><b>Independent Art – Exploring everyday Materials (science)</b></p> <p>Sugar skull collage and Halloween junk modelling</p> <p><b>Music- Making music using instruments that we hit/bang</b></p> <p>To explore a variety of instruments.</p> <p>To copy rhythm using instruments.</p> <p>To tolerate an unfamiliar sensory stimuli.</p>	<p><b>Independent Senseology</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Pouring, mixing and sprinkling.</b></p> <p>Breadsticks Wands</p> <p><b>Attention Autism</b></p> <p>AA – To ensure his attention and concentration skills will develop further to enable him to engage in adult led structured learning activities</p> <p>NW – will shift and refocus his attention for an individual activity and then back to a group activity.</p> <p>LM- will demonstrate focus and attention during Attention Autism sessions up to stage 3.</p> <p>KL- will demonstrate focus and attention during Attention Autism sessions up to stage 2.</p> <p><b>Adult Led Play</b></p> <p>Halloween Sensory Bin</p> <p>Christianity Tuff Tray – The Story of creation (Sensory Story)</p>	<p><b>Independent Swimming</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy</b> Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions</b> To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p> <p><b>P.E with K.Gauden</b> Fitness – Circuit Training. Cardio stations combined with hand-eye coordination and weightlifting.</p> <p>Rebound Therapy – seat drops, popping.</p>	<p><b>Independent</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p>Weather and Climate (trip to Wirral coastline – (New Brighton coastal defences)</p> <p>Look at coastal defences and fill a tray with water and build a wall using rocks (DT)</p> <p>Pumpkin Picking – topic related</p>
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<p style="text-align: center;">Week 7 16<sup>th</sup> October – 20<sup>th</sup> October</p>	<p style="text-align: center;">A Bug's Life</p>	<p><b>Independent Morning Meeting</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time</b></p> <p>To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction</b></p> <p>To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain Using attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Independent Story Massage</b></p> <p><b>Sensory Story - Webster Witch's wacky weather (Geography)</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b></p> <p>G</p> <p><b>Reading</b></p> <p><b>Class reader – A Bug's Life</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Independent Pre Writing – Mark Making (NW, LM, KL)</b></p> <p>Horizontal Lines</p> <p><b>Fine Motor Skills –</b></p> <p>Work Station threading, posting, Matching pictures, symbols, etc</p> <p><b>Writing –</b> To write a simple sentence (AA) To identify where the full stop goes (AA)</p>	<p><b>Independent Early Maths –</b></p> <p>Number songs and Counting (NW, KL, LM)</p> <p>Exploratory activity with number 1-5 (KL,LM) – changing sensory stimuli in response to pupils reaction</p> <p>Exploratory activity with number 1-10 (NW) - changing sensory stimuli in response to pupils reaction</p> <p><b>Maths – Adult Support</b></p> <p>Basic Maths Skills (AA) – Subtraction (numbers to 20)</p>	<p><b>Independent Art – Exploring everyday Materials (science)</b></p> <p>Collage bugs</p> <p><b>Music- Making music using instruments that we hit/bang</b></p> <p>To explore a variety of instruments.</p> <p>To copy rhythm using instruments.</p> <p>To tolerate an unfamiliar sensory stimuli.</p>	<p><b>Independent Senseology</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Pouring, mixing and sprinkling.</b></p> <p>Rice crispie cakes</p> <p><b>Attention Autism</b></p> <p>AA – To ensure his attention and concentration skills will develop further to enable him to engage in adult led structured learning activities</p> <p>NW – will shift and refocus his attention for an individual activity and then back to a group activity.</p> <p>LM- will demonstrate focus and attention during Attention Autism sessions up to stage 3.</p> <p>KL- will demonstrate focus and attention during Attention Autism sessions up to stage 2.</p> <p><b>Adult Led Play</b></p> <p>Bug Sensory Bin</p> <p>Christianity Tuff Tray – Moses and the 10 commandments (Sensory Story)</p>	<p><b>Independent Swimming</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy</b></p> <p>Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p> <p><b>P.E with K.Gauden</b></p> <p>Fitness – Circuit Training</p> <p>Take part in a cardio workout and begin learning how to use dumbbells safely.</p> <p>Rebound Therapy – Improve bouncing stamina, throwing and catching</p>	<p><b>Independent</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p>World Musuem – To look at bugs and to choose a bug to make for our collage.</p>
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<p style="text-align: center;">Week 6 9<sup>th</sup> October - 13<sup>th</sup> October</p>	<p style="text-align: center;">Inside Out</p>	<p><b>Verbal and Visual Support Morning Meeting</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time</b> To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction</b> To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain Using attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Verbal and Visual Support Story Massage</b></p> <p><b>Sensory Story</b> Cyber Liars – Online safety (PSHE and Computing)</p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b> F</p> <p><b>Reading Class Reader – Inside Out</b> To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Pre Writing –</b> Mark Making (NW, LM, KL)</p> <p>Horizontal Lines</p> <p><b>Fine Motor Skills –</b></p> <p>Work Station threading, posting, Matching pictures, symbols, etc</p> <p><b>Writing –</b> To write a simple sentence (AA) To identify where the full stop goes (AA)</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Early Maths –</b> Number songs and Counting (NW, KL, LM)</p> <p>Exploratory activity with number 1-5 (KL,LM) – changing sensory stimuli in response to pupils reaction</p> <p>Exploratory activity with number 1-10 (NW) - changing sensory stimuli in response to pupils reaction</p> <p><b>Maths – Adult Support</b> Basic Maths Skills (AA) – Subtraction (numbers to 20)</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Art – Exploring everyday Materials (science)</b></p> <p>Paper plate collage emotions</p> <p><b>Music-</b> Making music using instruments that we hit/bang</p> <p>To explore a variety of instruments.</p> <p>To copy rhythm using instruments.</p> <p>To tolerate an unfamiliar sensory stimuli.</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Senseology</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Pouring, mixing and sprinkling.</b></p> <p>Donut be sad doughnuts</p> <p><b>Attention Autism</b></p> <p>AA – To ensure his attention and concentration skills will develop further to enable him to engage in adult led structured learning activities</p> <p>NW – will shift and refocus his attention for an individual activity and then back to a group activity.</p> <p>LM- will demonstrate focus and attention during Attention Autism sessions up to stage 3.</p> <p>KL- will demonstrate focus and attention during Attention Autism sessions up to stage 2.</p> <p><b>Adult Led Play</b></p> <p>Emotions playdough</p> <p>Christianity Tuff Tray –Crossing the red sea (Sensory Story)</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Swimming</b> To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy</b> Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions</b> To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p> <p><b>P.E with K.Gauden</b> Fitness – Cycling. Cycling endurance, overtaking.</p> <p>Rebound Therapy – twist, quarter and half twists.</p>	<p><b>Verbal and Visual Support</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p>Liverpool Cathedral- Re Christianity Topic</p>
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<p style="text-align: center;">Week 5 2<sup>nd</sup> October – 6<sup>th</sup> October</p>	<p style="text-align: center;">Monsters inc.</p>	<p><b>Verbal and Visual Support Morning Meeting</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time</b> To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction</b> To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain Using attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Verbal and Visual Support Story Massage</b></p> <p><b>Sensory Story</b> Cyber Liars – Online safety (PSHE and Computing)</p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b> E</p> <p><b>Reading</b> <b>Class Reader – Monster's Inc</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Pre Writing –</b> Mark Making (NW, LM, KL)</p> <p>Horizontal Lines</p> <p><b>Fine Motor Skills –</b></p> <p>Work Station threading, posting, Matching pictures, symbols, etc</p> <p><b>Writing –</b> To write a simple sentence (AA)</p> <p>To identify where the full stop goes (AA)</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Early Maths –</b> Number songs and Counting (NW, KL, LM)</p> <p>Exploratory activity with number 1-5 (KL,LM) – changing sensory stimuli in response to pupils reaction</p> <p>Exploratory activity with number 1-10 (NW) - changing sensory stimuli in response to pupils reaction</p> <p><b>Maths – Adult Support</b> Basic Maths Skills (AA) – Subtraction (numbers to 10) using numicon</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Art – Exploring everyday Materials (science)</b></p> <p>Junk monsters</p> <p><b>Music-</b> Making music using instruments that we hit/bang</p> <p>To explore a variety of instruments.</p> <p>To copy rhythm using instruments.</p> <p>To tolerate an unfamiliar sensory stimuli.</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Senseology</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Pouring, mixing and sprinkling.</b> Mike Cookies</p> <p><b>Attention Autism</b></p> <p>AA – To ensure his attention and concentration skills will develop further to enable him to engage in adult led structured learning activities</p> <p>NW – will shift and refocus his attention for an individual activity and then back to a group activity.</p> <p>LM- will demonstrate focus and attention during Attention Autism sessions up to stage 3.</p> <p>KL- will demonstrate focus and attention during Attention Autism sessions up to stage 2.</p> <p><b>Adult Led Play</b> Monster Jigsaws</p> <p>Christianity Tuff Tray – David and Goliath (Sensory Story)</p>	<p><b>Verbal and Visual Support</b></p> <p><b>Swimming</b> To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy</b> Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions</b> To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p> <p><b>P.E with K.Gauden</b> Fitness – Cycling. Develop cycling stamina, steering skills and staring/stopping</p> <p>Rebound Therapy – pogo and hang,</p>	<p><b>Verbal and Visual Support</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	
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<p style="text-align: center;">Week 4 25<sup>th</sup> September -29<sup>th</sup> September</p>	<p style="text-align: center;">Finding Nemo/Dory</p>	<p><b>Partial Adult Support Morning Meeting</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time</b> To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction</b> To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain Using attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Partial Adult Support Story Massage</b></p> <p><b>Sensory Story</b> <b>Millie the Mermaid and the skeleton crew (PSHE)</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b> D</p> <p><b>Reading</b> <b>Class reader -Finding Nemo</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Partial Adult Support Pre Writing – mark Making (NW, LM, KL)</b></p> <p>Horizontal Lines</p> <p><b>Fine Motor Skills –</b></p> <p>Work Station threading, posting, Matching pictures, symbols, etc</p> <p><b>Writing –</b> To write a simple sentence (AA) To identify where the full stop goes (AA)</p>	<p><b>Partial Adult Support</b></p> <p><b>Early Maths –</b> Number songs and Counting (NW, KL, LM)</p> <p>Exploratory activity with number 1-5 (KL,LM) – changing sensory stimuli in response to pupils reaction</p> <p>Exploratory activity with number 1-10 (NW) - changing sensory stimuli in response to pupils reaction</p> <p><b>Maths –</b> Basic Maths Skills (AA) – Addition (numbers to 20) using numicon</p>	<p><b>Partial Adult Support Art – Exploring everyday Materials (science)</b></p> <p>Water bottle fish (nemo or dory)</p> <p><b>Music-</b> Making music using instruments that we hit/bang</p> <p>To explore a variety of instruments.</p> <p>To copy rhythm using instruments.</p> <p>To tolerate an unfamiliar sensory stimuli.</p>	<p><b>Partial Adult Support Senseology</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Pouring, mixing and sprinkling.</b></p> <p>Fish bowl biscuits</p> <p><b>Attention Autism</b></p> <p>AA – To ensure his attention and concentration skills will develop further to enable him to engage in adult led structured learning activities</p> <p>NW – will shift and refocus his attention for an individual activity and then back to a group activity.</p> <p>LM- will demonstrate focus and attention during Attention Autism sessions up to stage 3.</p> <p>KL- will demonstrate focus and attention during Attention Autism sessions up to stage 2.</p> <p><b>Adult Led Play</b></p> <p>Fishing Game (water play)</p> <p>Christianity Tuff Tray – Jonah and the Whale (Sensory Story)</p>	<p><b>Partial Adult Support Swimming</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy</b> Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions</b> To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p> <p><b>P.E with K.Gauden</b> Fitness – Cycling. Develop cycling stamina, steering skills and starting/stopping</p> <p>Rebound Therapy – Improve bouncing stamina, eye contact, copying actions</p>	<p><b>Partial Adult Support</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	
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<p style="text-align: center;"><b>Week 3</b> <b>18<sup>th</sup> September – 22<sup>nd</sup> September</b></p>	<p style="text-align: center;"><b>Cars</b></p>	<p><b>Partial Adult Support Morning Meeting</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time</b> To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction</b> To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain Using attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Partial Adult Support</b></p> <p><b>Story Massage</b></p> <p><b>Sensory Story</b></p> <p><b>Millie the Mermaid and the skeleton crew (PSHE)</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b> C</p> <p><b>Reading</b> <b>Class Reader - Cars</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Partial Adult Support</b></p> <p><b>Pre Writing – Mark Making (NW, LM, KL)</b></p> <p>Horizontal Lines</p> <p><b>Fine Motor Skills –</b></p> <p>Work Station threading, posting, Matching pictures, symbols, etc</p> <p><b>Writing –</b> To write a simple sentence (AA) To identify where the full stop goes (AA)</p>	<p><b>Partial Adult Support</b></p> <p><b>Early Maths –</b> Number songs and Counting (NW, KL, LM)</p> <p>Exploratory activity with number 1-5 (KL,LM) – changing sensory stimuli in response to pupils reaction</p> <p>Exploratory activity with number 1-10 (NW) - changing sensory stimuli in response to pupils reaction</p> <p><b>Maths –</b> Basic Maths Skills (AA) – Addition (numbers to 20) using numicon</p>	<p><b>Partial Adult Support</b></p> <p><b>Art – Exploring everyday Materials (science)</b> <b>Junk Modelling and Collage</b></p> <p>Toilet Paper roll cars</p> <p><b>Music-</b> Making music using instruments that we hit/bang</p> <p>To explore a variety of instruments.</p> <p>To copy rhythm using instruments.</p> <p>To tolerate an unfamiliar sensory stimuli.</p>	<p><b>Partial Adult Support</b></p> <p><b>Senseology</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Pouring, mixing and sprinkling.</b></p> <p>Car themed cake</p> <p><b>Attention Autism</b></p> <p>AA – To ensure his attention and concentration skills will develop further to enable him to engage in adult led structured learning activities</p> <p>NW – will shift and refocus his attention for an individual activity and then back to a group activity.</p> <p>LM- will demonstrate focus and attention during Attention Autism sessions up to stage 3.</p> <p>KL- will demonstrate focus and attention during Attention Autism sessions up to stage 2.</p> <p><b>Adult Led Play</b></p> <p>Cars push</p> <p>Christianity Tuff Tray – Adam and Eve (Sensory Story)</p>	<p><b>Partial Adult Support</b></p> <p><b>Swimming</b> To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy</b> Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions</b> To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p> <p><b>P.E with K.Gauden</b> Fitness – Circuit Training</p> <p>Rebound Therapy – Improve bouncing stamina, eye contact, copying actions</p>	<p><b>Partial Adult Support</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	

Week 2  
11<sup>th</sup> September – 15<sup>th</sup> September

Toy Story

**Full adult support**

**Morning Meeting**

To identify the next number (in the 20's) when completing the date during good morning (AA)

To identify the days of the week from a symbol (NW)

To recognise himself from 2 pictures (LM)

To look at her picture or herself in a mirror during good morning (KL)

**Snack Time**

To be request a drink without adult prompting (AA)

To gain the attention of staff appropriately to ask for more (NW)

To choose "more" symbol independently when requesting more snack (LM)

To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)

**Intensive Interaction**

To tolerate an communicative partner copying his sounds movements and emotions (NW)

To gain Using attention by tapping a familiar adult (LM)

To gesture using eye contact, body movements or emotion that she wants 'more' (KL)

**Full adult support**

**Story Massage**

**Sensory Story**  
**Toy Story Poem**

To answer questions about the story AA)

To show increased tolerance of non-preferred stimuli (NW, KL)

To show joint attention during sensory story (LM)

**Letter Work**  
B

**Reading**

**Class Reader – Toy Story**

To retell a common short story (AA)

To show interest in books (NW)

To enjoy a short story with peers (KL,LM)

**Full adult support**

**Pre Writing – Mark Making** (NW, LM, KL)

Horizontal Lines

**Fine Motor Skills –**

Work Station threading, posting, Matching pictures, symbols, etc

**Writing –** To write a simple sentence (AA)  
To identify where the full stop goes (AA)

**Full adult support**

**Early Maths –** Number songs and Counting (NW, KL, LM)

Exploratory activity with number 1-5 (KL,LM)

Exploratory activity with number 1-10 (NW)

**Maths –** Basic Maths Skills (AA) – Addition (numbers to 10) using numicon

**Full adult support**

**Art – Exploring everyday Materials (science)**

Make a 'Forky' out of junk items.

**Music-** Making music using instruments that we hit/bang

To explore a variety of instruments.

To copy rhythm using instruments.

To tolerate an unfamiliar sensory stimuli.

**Full adult support**

**Senseology** Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste

**Sensory Cookery- Pouring, mixing and sprinkling.**

Toy Story/Alien cupcakes.

**Attention Autism**

AA – To ensure his attention and concentration skills will develop further to enable him to engage in adult led structured learning activities

NW – will shift and refocus his attention for an individual activity and then back to a group activity.

LM- will demonstrate focus and attention during Attention Autism sessions up to stage 3.

KL- will demonstrate focus and attention during Attention Autism sessions up to stage 2.

**Adult Led Play**

Mr Potato Head

Christianity Tuff Tray – Noah's Ark (Sensory Story)

**Full adult support**

**Swimming**

To move around the swimming pool without verbal instruction from an adult (AA)

To be aware of other people within his vicinity without verbal instruction from adults (NW)

To tolerate other pupils noises while in the swimming pool (LM)

To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)

**Rebound Therapy**

Enjoys being bounced in hands and needs position (AA)

Standing Position- maintains shape whilst being gently bounced (NW)

Sitting position- initiates movement by pushing to bed with hands (LM)

Engage and anticipate rocking motion of the bed when lying down (KL)

**Sensory Interventions**

To use a symbol to access movement breaks every 45 minutes (AA)

To use a symbol to access movement breaks every 30 minutes (NW)

To follow direction to oral tactile box when needed. (KL, LM)

**P.E with K.Gauden**

Fitness – Circuit Training

Rebound Therapy - Standing bounces, seated bounces, stopping on command, balance

**Full Adult Support**

To be able to recall and write his address (AA)

To be able to make sure trousers are on the correct way round (NW)

To pass coat to an adult after taking it off (LM)

To get coat off peg and hand to an adult for help (KL)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 1 4<sup>th</sup> September (inset day) – 8<sup>th</sup> September</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Welcome Back!</p>	<p><b>Full adult support</b></p> <p><b>Morning Meeting</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time</b></p> <p>To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction</b></p> <p>To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain Using attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Full adult support</b></p> <p><b>Story Massage</b></p> <p><b>Sensory Story</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b></p> <p>A</p> <p><b>Reading</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Full adult support</b></p> <p><b>Pre Writing – Mark Making</b> (NW, LM, KL)</p> <p>Horizontal Lines</p> <p><b>Fine Motor Skills –</b></p> <p>Work Station threading, posting, Matching pictures, symbols, etc</p> <p><b>Writing –</b> To write a simple sentence (AA) To identify where the full stop goes (AA)</p>	<p><b>Full adult support</b></p> <p><b>Early Maths –</b> Number songs and Counting (NW, KL, LM)</p> <p>Exploratory activity with number 1-5 (KL,LM) – changing sensory stimuli in response to pupils reaction</p> <p>Exploratory activity with number 1-10 (NW) - changing sensory stimuli in response to pupils reaction</p> <p><b>Maths –</b> Basic Maths Skills (AA) – Addition (numbers to 10) using numicon</p>	<p><b>Full adult support</b></p> <p><b>Art – Exploring everyday Materials (science)</b></p> <p><b>Music- Music-</b> Making music using instruments that we hit/bang</p> <p>To explore a variety of instruments.</p> <p>To copy rhythm using instruments.</p> <p>To tolerate an unfamiliar sensory stimuli.</p>	<p><b>Full adult support</b></p> <p><b>Senseology</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery</b></p> <p><b>Attention Autism</b></p> <p>AA – To ensure his attention and concentration skills will develop further to enable him to engage in adult led structured learning activities</p> <p>NW – will shift and refocus his attention for an individual activity and then back to a group activity.</p> <p>LM- will demonstrate focus and attention during Attention Autism sessions up to stage 3.</p> <p>KL- will demonstrate focus and attention during Attention Autism sessions up to stage 2.</p> <p><b>Adult Led Play</b></p>	<p><b>Full adult support</b></p> <p><b>Swimming</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy</b></p> <p>Enjoys being bounced in hands and knees position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p> <p><b>P.E with K.Gauden</b></p> <p>Rebound Therapy - Standing bounces, seated bounces, stopping on command, balance</p>	<p><b>Full Adult Support</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	
		<p><b>Foci</b></p>	<p><b>Communication</b></p>	<p><b>Cognition</b></p>			<p><b>Creative</b></p>	<p><b>Knowledge and Understanding of the World</b></p>	<p><b>Physical Development</b></p>	<p><b>Independence</b></p>

Employability Safeguarding SMSC Educational Visits Sex and relationships Bullying Online safety