

S3 Medium Term Pre-Formal Curriculum Plan Spring 1 24-25 **Cross-curricular Topic: Seasonal Changes, Animals & Living Things, Plants, Animals including Humans.**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 6 W/C 10th February</p>	<p>JJ - To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult</p> <p>NW- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult</p> <p>KL- To participate in sensory exploration activities with adult support.</p> <p>LM- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult</p> <p>OW- To participate in sensory exploration activities with adult support</p>	<p>Intensive Interaction – JJ– To tolerate intensive interaction sessions at stage 3 NW – To tolerate intensive interaction sessions at stage 2 KL – To tolerate intensive interaction sessions at stage 1 LM – To tolerate intensive interaction sessions at stage 2 OW- To tolerate intensive interaction sessions at stage 1</p> <p>Communication</p> <p>JJ – To consistently and independently respond to ‘yes’ and ‘no’ questions when prompted by adults.</p> <p>AAC – Modelling without expectation*</p> <p>NW – To use at least 3 reliable symbols to control their immediate environment (e.g. more, finished, stop)</p> <p>KL – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar activity in a familiar setting.</p> <p>LM – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar activity in a familiar setting.</p> <p>OW – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar activity in a familiar setting.</p> <p><i>*Modelling without expectation is a low-pressure way to model AAC use in a natural environment. At this stage, we are not expecting the pupil to use the communication system</i> <i>** Objectives are not progressive as we are providing aided language stimulation. Pupils learning to use an AAC need a significant amount of this input before we can expect them to produce similar messages</i></p>	<p>JJ –To participate in stage 3 of attention autism consistently</p> <ul style="list-style-type: none"> - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support <p>NW- To be able to shift and refocus attention to an individual activity and then back to a group activity.</p> <ul style="list-style-type: none"> - To stand up when given individual activity and move to table (Stage 4). <p>KL- To participate in stage 3 of attention autism consistently with adult support</p> <ul style="list-style-type: none"> - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support <p>LM- To participate in stage 3 of attention autism consistently</p> <ul style="list-style-type: none"> - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support <p>OW- To participate in stage 2 of attention autism consistently with adult support</p> <ul style="list-style-type: none"> - To participate in 1 out of 3 stage 2 sessions of attention autism with adult support - To participate in 2 out of 3 stage 2 sessions of attention autism with adult support - To participate in 3 out of 3 stage 2 sessions of attention autism with adult support 	<p>Sensory Circuits/Sensory Integration –</p> <p>JJ - To accept sensory input from an adult when verbally prompted</p> <p>NW - To engage in a sensory circuit when timetabled.</p> <ul style="list-style-type: none"> - To use a timer to identify when sensory circuit will take place with adult support <p>KL- To accept sensory input from an adult when verbally prompted</p> <p>LM- To accept sensory input from an adult when verbally prompted</p> <p>OW – To accept sensory input from an adult when verbally prompted</p> <p>Swimming</p> <p>JJ- To move towards the stairs of the swimming pool when prompted by an adult – “Countdown 10, 9, 8 ... Swimming has finished”</p> <p>NW- To be aware of other people within his vicinity with verbal instruction from adults – Model from adults looking around before going under water.</p> <p>KL – To move towards the stairs of the swimming pool when prompted by an adult – “Countdown 10, 9, 8 ... Swimming has finished”</p> <p>LM- To move towards the stairs of the swimming pool when prompted by an adult – “Countdown 10, 9, 8 ... Swimming has finished”</p> <p>OW – To engage positively with water in a swimming pool – to tolerate other people within his vicinity.</p>	<p>Travel Training (Travelling as a pedestrian)</p> <p>JJ – To cross a minor road without support</p> <ul style="list-style-type: none"> - To identify what is a road and what is a pavement (stopping before a road – waiting for verbal support from adult i.e. stop, this a road, look both ways, is it safe to cross? etc.) <p>NW – To cross a minor road with support</p> <ul style="list-style-type: none"> - To identify what is a road and what is a pavement (i.e. stopping before a road - Full Adult support – Physically linking to model) <p>KL – To reach out and press the button on a pedestrian crossing with support. Hand over hand</p> <p>LM – To wait at a pedestrian crossing after pressing the button – adult support</p> <p>OW - To cross a minor road with adult support</p> <ul style="list-style-type: none"> - To identify what is a road and what is a pavement (stopping before a road – waiting for verbal support from adult i.e. stop, this a road, look both ways, is it safe to cross? etc.) <p>Life Skills</p> <p>JJ – To know how to independently choose and complete various task box activities practicing topics such as fine motor skills, alphabet matching (lower and upper case) etc.</p> <p>NW – To know how to sort between clean and dirty clothes separating them into two distinct piles (with adult support)</p> <p>KL – To know how to post items into a box or container (with adult support).</p> <p>LM – To know how to sort/ group items of the same colour (with adult support).</p> <p>OW - To know how to sort/ group items of the same colour (with adult support).</p>	<p>Community visit to the local shops</p> <p>Tesco Express (Esso Garage) on Queen’s Drive (Walking)</p> <p>Aldi, Queens Drive (Driving)</p> <p>Shared class outcomes: To be able to select items to purchase from an unfamiliar shop (with staff support).</p> <p>To know how to select a maximum of 2 items item to purchase from a range of items.</p> <p>To be able to scan items using a self-service till (with staff support).</p> <p>To be able to use money to pay for items at a till/ counter (with staff support).</p> <p>To be able to pack items purchased into a shopping bag (with staff support).</p> <p>Week 1: Staff to model taking items to the till, scanning, bagging and paying for items using cash.</p> <p>Week 2: Young people to take items to the till, staff to support with scanning, bagging and paying for items using cash.</p> <p>Week 3: Young people to take items to the till, staff to support with scanning, bagging and paying for items using cash.</p> <p>Week 4: Young people to take items to the till, young people to independently scan items, staff to support with bagging and paying for the items using cash.</p> <p>Week 5: Young people to take items to the till, young people to independently scan and bag items, staff to support with paying for the items using cash.</p> <p>Week 6: Young people to take items to the till, scan, bag and pay for the items using cash as independently as possible.</p>	<p>Core Skill Development</p> <p>JJ- Maths – To be able to add numbers up to and including two digits independently.</p> <p>To know how to match and add British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English - To be able to independently write her own name.</p> <p>NW - Maths – To know how to add using two piece of numicon up to the value of 20 (with adult support).</p> <p>To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English - To be able to independently write his own name (using prompt/ support sheets).</p> <p>KL - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).</p> <p>To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English - To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.</p> <p>LM - Maths - To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).</p> <p>To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English - To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.</p> <p>OW - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).</p> <p>To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English – To know how to explore mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.</p>
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Intensive Interaction –

JJ– To tolerate intensive interaction sessions at stage 3

NW – To tolerate intensive interaction sessions at stage 2

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Communication

JJ – To consistently and independently respond to 'yes' and 'no' questions when prompted by adults.

AAC – Modelling without expectation*

NW – To use at least 3 reliable symbols to control their immediate environment (e.g. more, finished, stop)

KL – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.

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LM- To participate in stage 3 of attention autism consistently

- To participate in 2 out of 3 stage 3 sessions of attention autism with adult support

OW- To participate in stage 2 of attention autism consistently with adult support

- To participate in 1 out of 3 stage 2 sessions of attention autism with adult support

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Sensory Circuits/Sensory Integration –

JJ - To accept sensory input from an adult when verbally prompted

NW - To engage in a sensory circuit when timetabled.

- To use a timer to identify when sensory circuit will take place with adult support

KL- To accept sensory input from an adult when verbally prompted

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Swimming

JJ- To move towards the stairs of the swimming pool when prompted by an adult – "Countdown 10, 9, 8 ... Swimming has finished"

NW- To be aware of other people within his vicinity with verbal instruction from adults – Model from adults looking around before going under water.

KL – To move towards the stairs of the swimming pool when prompted by an adult – "Countdown 10, 9, 8 ... Swimming has finished"

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OW – To engage positively with water in a swimming pool – to tolerate other people within his vicinity.

Travel Training (Travelling as a pedestrian)

JJ – To cross a minor road without support

- To identify what is a road and what is a pavement (stopping before a road – waiting for verbal support from adult i.e. stop, this a road, look both ways, is it safe to cross? etc.)

NW – To cross a minor road with support

- To identify what is a road and what is a pavement (i.e. stopping before a road - Full Adult support – Physically linking to model)

KL – To reach out and press the button on a pedestrian crossing with support. Hand over hand

LM – To wait at a pedestrian crossing after pressing the button – adult support

OW - To cross a minor road with adult support

- To identify what is a road and what is a pavement (stopping before a road – waiting for verbal support from adult i.e. stop, this a road, look both ways, is it safe to cross? etc.)

Life Skills

JJ – To know how to independently choose and complete various task box activities practicing topics such as fine motor skills, alphabet matching (lower and upper case) etc.

NW – To know how to sort between clean and dirty clothes separating them into two distinct piles (with adult support)

KL – To know how to post items into a box or container (with adult support).

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Community visit to the local shops

Tesco Express (Esso Garage) on Queen's Drive (Walking)

Aldi, Queens Drive (Driving)

Shared class outcomes: To be able to select items to purchase from an unfamiliar shop (with staff support).

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Core Skill Development

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To know how to match and add British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).

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NW - Maths – To know how to add using two piece of numicon up to the value of 20 (with adult support).

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KL - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).

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LM- To participate in stage 3 of attention autism consistently
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OW- To participate in stage 2 of attention autism consistently with adult support
 - To participate in 1 out of 3 stage 2 sessions of attention autism with adult support
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KL – To move towards the stairs of the swimming pool when prompted by an adult – "Countdown 10, 9, 8 ... Swimming has finished"

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JJ – To cross a minor road without support
 - To identify what is a road and what is a pavement (stopping before a road – waiting for verbal support from adult i.e. stop, this a road, look both ways, is it safe to cross? etc.)

NW – To cross a minor road with support
 - To identify what is a road and what is a pavement (i.e. stopping before a road - Full Adult support – Physically linking to model)

KL – To reach out and press the button on a pedestrian crossing with support. Hand over hand

LM – To wait at a pedestrian crossing after pressing the button – adult support

OW - To cross a minor road with adult support
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Life Skills

JJ – To know how to independently choose and complete various task box activities practicing topics such as fine motor skills, alphabet matching (lower and upper case) etc.

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JJ- Maths – To be able to add numbers up to and including two digits independently.
 To know how to match and add British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
 English - To be able to independently write her own name.
NW - Maths – To know how to add using two piece of numicon up to the value of 20 (with adult support).
 To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
 English - To be able to independently write his own name (using prompt/ support sheets).
KL - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).
 To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
 English - To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.
LM - Maths - To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).
 To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
 English - To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.
OW - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).
 To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
 English – To know how to explore mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.

JJ - To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult

NW- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult

KL- To participate in sensory exploration activities with adult support.

LM- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult

OW- To participate in sensory exploration activities with adult support

Intensive Interaction –
JJ– To tolerate intensive interaction sessions at stage 3
NW – To tolerate intensive interaction sessions at stage 2
KL – To tolerate intensive interaction sessions at stage 1
LM – To tolerate intensive interaction sessions at stage 2
OW- To tolerate intensive interaction sessions at stage 1

Communication

JJ – To consistently and independently respond to 'yes' and 'no' questions when prompted by adults.

AAC – Modelling without expectation*

NW – To use at least 3 reliable symbols to control their immediate environment (e.g. more, finished, stop)

KL – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.

LM – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.

OW – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.

*Modelling without expectation is a low-pressure way to model AAC use in a natural environment. At this stage, we are not expecting the pupil to use the communication system

** Objectives are not progressive as we are providing aided language stimulation. Pupils learning to use an AAC need a significant amount of this input before we can expect them to produce similar messages

JJ –To participate in stage 3 of attention autism consistently
 - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support

NW- To be able to shift and refocus attention to an individual activity and then back to a group activity.
 - To stand up when given individual activity and move to table (Stage 4).

KL- To participate in stage 3 of attention autism consistently with adult support
 - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support

LM- To participate in stage 3 of attention autism consistently
 - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support

OW- To participate in stage 2 of attention autism consistently with adult support
 - To participate in 1 out of 3 stage 2 sessions of attention autism with adult support
 - To participate in 2 out of 3 stage 2 sessions of attention autism with adult support
 - To participate in 3 out of 3 stage 2 sessions of attention autism with adult support

Sensory Circuits/Sensory Integration –
JJ - To accept sensory input from an adult when verbally prompted

NW - To engage in a sensory circuit when timetabled.
 - To use a timer to identify when sensory circuit will take place with adult support

KL- To accept sensory input from an adult when verbally prompted

LM- To accept sensory input from an adult when verbally prompted

OW – To accept sensory input from an adult when verbally prompted

Swimming

JJ- To move towards the stairs of the swimming pool when prompted by an adult – "Countdown 10, 9, 8 ... Swimming has finished"

NW- To be aware of other people within his vicinity with verbal instruction from adults – Model from adults looking around before going under water.

KL – To move towards the stairs of the swimming pool when prompted by an adult – "Countdown 10, 9, 8 ... Swimming has finished"

LM- To move towards the stairs of the swimming pool when prompted by an adult – "Countdown 10, 9, 8 ... Swimming has finished"

OW – To engage positively with water in a swimming pool – to tolerate other people within his vicinity.

Travel Training (Travelling as a pedestrian)

JJ – To cross a minor road without support
 - To identify what is a road and what is a pavement (stopping before a road – waiting for verbal support from adult i.e. stop, this a road, look both ways, is it safe to cross? etc.)

NW – To cross a minor road with support
 - To identify what is a road and what is a pavement (i.e. stopping before a road - Full Adult support – Physically linking to model)

KL – To reach out and press the button on a pedestrian crossing with support. Hand over hand

LM – To wait at a pedestrian crossing after pressing the button – adult support

OW - To cross a minor road with adult support
 - To identify what is a road and what is a pavement (stopping before a road – waiting for verbal support from adult i.e. stop, this a road, look both ways, is it safe to cross? etc.)

Life Skills

JJ – To know how to independently choose and complete various task box activities practicing topics such as fine motor skills, alphabet matching (lower and upper case) etc.

NW – To know how to sort between clean and dirty clothes separating them into two distinct piles (with adult support)

KL – To know how to post items into a box or container (with adult support).

LM – To know how to sort/ group items of the same colour (with adult support).

OW - To know how to sort/ group items of the same colour (with adult support).

Community visit to the local shops

Tesco Express (Esso Garage) on Queen’s Drive (Walking)

Aldi, Queens Drive (Driving)

Shared class outcomes: To be able to select items to purchase from an unfamiliar shop (with staff support).

To know how to select a maximum of 2 items item to purchase from a range of items.

To be able to scan items using a self-service till (with staff support).

To be able to use money to pay for items at a till/ counter (with staff support).

To be able to pack items purchased into a shopping bag (with staff support).

Week 1: Staff to model taking items to the till, scanning, bagging and paying for items using cash.

Week 2: Young people to take items to the till, staff to support with scanning, bagging and paying for items using cash.

Week 3: Young people to take items to the till, staff to support with scanning, bagging and paying for items using cash.

Week 4: Young people to take items to the till, young people to independently scan items, staff to support with bagging and paying for the items using cash.

Week 5: Young people to take items to the till, young people to independently scan and bag items, staff to support with paying for the items using cash.

Week 6: Young people to take items to the till, scan, bag and pay for the items using cash as independently as possible.

Core Skill Development

JJ- Maths – To be able to add numbers up to and including two digits independently.

To know how to match and add British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).

English - To be able to independently write her own name.

NW - Maths – To know how to add using two piece of numicon up to the value of 20 (with adult support).

To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).

English - To be able to independently write his own name (using prompt/ support sheets).

KL - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).

To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).

English - To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.

LM - Maths - To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).

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<p>JJ - To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult</p> <p>NW- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult</p> <p>KL- To participate in sensory exploration activities with adult support.</p> <p>LM- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult</p> <p>OW- To participate in sensory exploration activities with adult support</p>	<p>Intensive Interaction – JJ– To tolerate intensive interaction sessions at stage 3 NW – To tolerate intensive interaction sessions at stage 2 KL – To tolerate intensive interaction sessions at stage 1 LM – To tolerate intensive interaction sessions at stage 2 OW- To tolerate intensive interaction sessions at stage 1</p> <p>Communication</p> <p>JJ – To consistently and independently respond to ‘yes’ and ‘no’ questions when prompted by adults.</p> <p>AAC – Modelling without expectation*</p> <p>NW – To use at least 3 reliable symbols to control their immediate environment (e.g. more, finished, stop)</p> <p>KL – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar activity in a familiar setting.</p> <p>LM – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar activity in a familiar setting.</p> <p>OW – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar activity in a familiar setting.</p> <p><i>*Modelling without expectation is a low-pressure way to model AAC use in a natural environment. At this stage, we are not expecting the pupil to use the communication system</i> <i>** Objectives are not progressive as we are providing aided language stimulation. Pupils learning to use an AAC need a significant amount of this input before we can expect them to produce similar messages</i></p>	<p>JJ –To participate in stage 3 of attention autism consistently</p> <ul style="list-style-type: none"> - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support <p>NW- To be able to shift and refocus attention to an individual activity and then back to a group activity.</p> <ul style="list-style-type: none"> - To stand up when given individual activity and move to table (Stage 4). <p>KL- To participate in stage 3 of attention autism consistently with adult support</p> <ul style="list-style-type: none"> - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support <p>LM- To participate in stage 3 of attention autism consistently</p> <ul style="list-style-type: none"> - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support <p>OW- To participate in stage 2 of attention autism consistently with adult support</p> <ul style="list-style-type: none"> - To participate in 1 out of 3 stage 2 sessions of attention autism with adult support - To participate in 2 out of 3 stage 2 sessions of attention autism with adult support - To participate in 3 out of 3 stage 2 sessions of attention autism with adult support 	<p>Sensory Circuits/Sensory Integration –</p> <p>JJ - To accept sensory input from an adult when verbally prompted</p> <p>NW - To engage in a sensory circuit when timetabled.</p> <ul style="list-style-type: none"> - To use a timer to identify when sensory circuit will take place with adult support <p>KL- To accept sensory input from an adult when verbally prompted</p> <p>LM- To accept sensory input from an adult when verbally prompted</p> <p>OW – To accept sensory input from an adult when verbally prompted</p> <p>Swimming</p> <p>JJ- To move towards the stairs of the swimming pool when prompted by an adult – “Countdown 10, 9, 8 ... Swimming has finished”</p> <p>NW- To be aware of other people within his vicinity with verbal instruction from adults – Model from adults looking around before going under water.</p> <p>KL – To move towards the stairs of the swimming pool when prompted by an adult – “Countdown 10, 9, 8 ... Swimming has finished”</p> <p>LM- To move towards the stairs of the swimming pool when prompted by an adult – “Countdown 10, 9, 8 ... 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Hand over hand</p> <p>LM – To wait at a pedestrian crossing after pressing the button – adult support</p> <p>OW - To cross a minor road with adult support</p> <ul style="list-style-type: none"> - To identify what is a road and what is a pavement (stopping before a road – waiting for verbal support from adult i.e. stop, this a road, look both ways, is it safe to cross? etc.) <p>Life Skills</p> <p>JJ – To know how to independently choose and complete various task box activities practicing topics such as fine motor skills, alphabet matching (lower and upper case) etc.</p> <p>NW – To know how to sort between clean and dirty clothes separating them into two distinct piles (with adult support)</p> <p>KL – To know how to post items into a box or container (with adult support).</p> <p>LM – To know how to sort/ group items of the same colour (with adult support).</p> <p>OW - To know how to sort/ group items of the same colour (with adult support).</p>	<p>Community visit to the local shops</p> <p>Tesco Express (Esso Garage) on Queen’s Drive (Walking)</p> <p>Aldi, Queens Drive (Driving)</p> <p>Shared class outcomes: To be able to select items to purchase from an unfamiliar shop (with staff support).</p> <p>To know how to select a maximum of 2 items item to purchase from a range of items.</p> <p>To be able to scan items using a self-service till (with staff support).</p> <p>To be able to use money to pay for items at a till/ counter (with staff support).</p> <p>To be able to pack items purchased into a shopping bag (with staff support).</p> <p>Week 1: Staff to model taking items to the till, scanning, bagging and paying for items using cash.</p> <p>Week 2: Young people to take items to the till, staff to support with scanning, bagging and paying for items using cash.</p> <p>Week 3: Young people to take items to the till, staff to support with scanning, bagging and paying for items using cash.</p> <p>Week 4: Young people to take items to the till, young people to independently scan items, staff to support with bagging and paying for the items using cash.</p> <p>Week 5: Young people to take items to the till, young people to independently scan and bag items, staff to support with paying for the items using cash.</p> <p>Week 6: Young people to take items to the till, scan, bag and pay for the items using cash as independently as possible.</p>	<p>Core Skill Development</p> <p>JJ- Maths – To be able to add numbers up to and including two digits independently.</p> <p>To know how to match and add British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English - To be able to independently write her own name.</p> <p>NW - Maths – To know how to add using two piece of numicon up to the value of 20 (with adult support).</p> <p>To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English - To be able to independently write his own name (using prompt/ support sheets).</p> <p>KL - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).</p> <p>To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English - To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.</p> <p>LM - Maths - To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).</p> <p>To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English - To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.</p> <p>OW - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).</p> <p>To know how to match British coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).</p> <p>English – To know how to explore mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.</p>	
	Sensory Play	Communication (Sensology/Shabang!)	Attention Autism	My Physical Well-being	Independence	Educational Trips	Core Skills Development