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.

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\*Modelling without expectation is a lowpressure 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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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).

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Week 5 W/C 3<sup>rd</sup> February 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.

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

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**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

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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"

**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

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

**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).

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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.

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**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).

Week 4 W/C 27<sup>th</sup> January 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

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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

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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)

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**JJ** –To participate in stage 3 of attention autism consistently

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**NW-** To be able to shift and refocus attention to an individual activity and then back to a group activity.

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**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

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### Swimming

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Travel Training (Travelling as a

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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.)

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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

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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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Community visit to the local shops

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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).

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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).

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

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Intensive Interaction -

**JJ**– To tolerate intensive interaction sessions at stage 3

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#### Communication

sessions at stage 2

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Travel Training (Travelling as a

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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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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.

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

Week 2 W/C 13<sup>th</sup> January 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 lowpressure 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

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).

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).

	JJ - To tolerate her peers joining alongside her	Intensive Interaction –  JJ– To tolerate intensive interaction	JJ –To participate in stage 3 of attention autism consistently	Sensory Circuits/Sensory Integration –	Travel Training (Travelling as a pedestrian)	Community visit to the local shops	Core Skill Development
	(parallel play) in a favoured activity with support from	sessions at stage 3  NW – To tolerate intensive interaction	- To participate in 2 out of 3 stage 3 sessions of attention	JJ - To accept sensory input from an adult when verbally prompted	JJ – To cross a minor road without support	Tesco Express (Esso Garage) on Queen's Drive (Walking)	JJ- Maths – To be able to add numbers up to and including two digits
	an adult	sessions at stage 2  KL – To tolerate intensive interaction	autism with adult support	NW - To engage in a sensory circuit when	- To identify what is a road and what is a pavement (stopping before a road – waiting for	Aldi, Queens Drive (Driving)	independently.  To know how to match and add British
	<b>NW-</b> To tolerate his peers joining alongside him (parallel play) in a favoured	sessions at stage 1 <b>LM</b> – To tolerate intensive interaction sessions at stage 2	NW- To be able to shift and refocus attention to an individual activity and then	timetabled.  To use a timer to identify when sensory circuit will take	verbal support from adult i.e. stop, this a road, look both	Shared class outcomes: To be able to select items to purchase from an	coins 1p, 2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
	activity with support from an adult	OW- To tolerate intensive interaction sessions at stage 1	back to a group activity.  To stand up when given	place with adult support	ways, is it safe to cross? etc.)	unfamiliar shop (with staff support).	English - To be able to independently
	KL- To participate in	Communication	individual activity and move to table (Stage 4).	KL- To accept sensory input from an adult	NW – To cross a minor road with support  To identify what is a road and	To know how to select a maximum of 2 items item to purchase from a range of	write her own name.
	sensory exploration activities with adult support.	JJ – To consistently and independently respond to 'yes' and 'no' questions	KL- To participate in stage 3 of attention	when verbally prompted <b>LM</b> - To accept sensory input from an adult	what is a pavement (i.e. stopping before a road - Full Adult support – Physically	items.  To be able to scan items using a self-	<b>NW</b> - Maths – To know how to add using two piece of numicon up to the value of 20 (with adult support).
	LM- To tolerate his peers	when prompted by adults.	autism consistently with adult support  To participate in 2 out of 3	when verbally prompted	linking to model)	service till (with staff support).	To know how to match British coins 1p,
	joining alongside him (parallel play) in a favoured activity with support from	AAC – Modelling without expectation*	stage 3 sessions of attention autism with adult support	<b>OW</b> – To accept sensory input from an adult when verbally prompted	<b>KL –</b> To reach out and press the button on a pedestrian crossing with support. Hand over hand	To be able to use money to pay for items at a till/ counter (with staff support).	2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
	an adult	NW – To use at least 3 reliable symbols to control their immediate	<b>LM-</b> To participate in stage 3 of attention autism consistently	Swimming	LM – To wait at a pedestrian crossing	To be able to pack items purchased	English - To be able to independently write his own name (using prompt/
	OW- To participate in sensory exploration	environment (e.g. more, finished, stop)	- To participate in 2 out of 3 stage 3 sessions of attention autism with adult	JJ- To move towards the stairs of the	after pressing the button – adult support	into a shopping bag (with staff support).	support sheets).
	activities with adult support	KL – To show attention to symbols "more" and "finished" being modelled consistently by known communication	support	swimming pool when prompted by an adult – "Countdown 10, 9, 8 Swimming has finished"	OW - To cross a minor road with adult support - To identify what is a road and	<b>Week 1:</b> Staff to model taking items to the till, scanning, bagging and paying for items using cash.	KL - Maths – To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).
		partner during a familiar activity in a familiar setting.	<b>OW-</b> To participate in stage 2 of attention autism consistently with adult support	NW- To be aware of other people within	what is a pavement (stopping before a road – waiting for	Week 2: Young people to take items to	To know how to match British coins 1p,
1 anuan		LM – To show attention to symbols	- To participate in 1 out of 3 stage 2 sessions of attention	his vicinity with verbal instruction from adults – Model from adults looking around	verbal support from adult i.e. stop, this a road, look both	the till, staff to support with scanning, bagging and paying for items using	2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
Veek		"more" and "finished" being modelled consistently by known communication	autism with adult support To participate in 2 out of 3	before going under water. <b>KL –</b> To move towards the stairs of the	ways, is it safe to cross? etc.)  Life Skills	cash.	English - To know how to form vertical and horizontal lines for mark making
Week 1 W/C 6 <sup>th</sup> January		partner during a familiar activity in a familiar setting.	stage 2 sessions of attention autism with adult support - To participate in 3 out of 3	swimming pool when prompted by an adult – "Countdown 10, 9, 8 Swimming	JJ – To know how to independently	Week 3: Young people to take items to the till, staff to support with scanning, bagging and paying for items using	using a variety of different writing implements such as chalk, crayons,
		<b>OW</b> – To show attention to symbols "more" and "finished" being modelled	stage 2 sessions of attention autism with adult support	has finished"	choose and complete various task box activities practicing topics such as fine	cash.	paint brushes, pencils.
		consistently by known communication partner during a familiar activity in a familiar setting.		<b>LM-</b> To move towards the stairs of the swimming pool when prompted by an adult – "Countdown 10, 9, 8 Swimming	motor skills, alphabet matching (lower and upper case) etc.	Week 4: Young people to take items to the till, young people to independently scan items, staff to support with	LM - Maths - To know how to match numicon shapes/ pieces up to the value of 10 (with adult support).
		*Modelling without expectation is a low-		has finished"	<b>NW –</b> To know how to sort between clean and dirty clothes separating them into two	bagging and paying for the items using cash.	To know how to match British coins 1p,
		pressure way to model AAC use in a natural environment. At this stage, we are not expecting the pupil to use the		<b>OW</b> – To engage positively with water in a swimming pool – to tolerate other people within his vicinity.	distinct piles (with adult support)  KL – To know how to post items into a	Week 5: Young people to take items to the till, young people to independently	2p, 5p, 10p, 20p, 50, £1 and £2 (with adult support).
		communication system ** Objectives are not progressive as we			box or container (with adult support).	scan and bag items, staff to support with paying for the items using cash.	English - To know how to form vertical and horizontal lines for mark making
		are providing aided language stimulation. Pupils learning to use an AAC need a significant amount of this			<b>LM</b> – To know how to sort/ group items of the same colour (with adult support).	Week 6: Young people to take items to the till, scan, bag and pay for the items	using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.
		input before we can expect them to produce similar messages			<b>OW -</b> To know how to sort/ group items of the same colour (with adult support).	using cash as independently as possible.	pant braches, periods.
							<b>OW -</b> 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,
	Sensory Play	Communication	Attention Autism	My Physical Well-being	Independence	Educational Trips	crayons, paint brushes, pencils.  Core Skills Development
		(Sensology/Shabang!)	Employability Sefection	SMSC Educational Visit Sex and relationships	·		