

<b>Literacy</b> Reading, Writing Speaking and listening	<b>Maths</b> Counting and Properties of Number and SS&M		<b>Topic</b> This is Me!	<b>RSHE</b> Self Awareness
<ul style="list-style-type: none"> <li>To develop literacy skills whilst exploring a variety of Sue Hendra stories - Barry the Fish with Fingers.</li> <li>To develop fine motor skills through a variety of activities</li> <li>To develop speaking and listening skills through small group discussions and 1:1 activities. - Weekend News</li> <li>Develop reading skills by following the appropriate reading scheme in a suitable format. i.e. Dockside</li> </ul>	<p><b>Counting and Properties of Number</b></p> <ul style="list-style-type: none"> <li>To sing number rhymes</li> <li>Writing numbers and improving formation</li> <li>To experience adding on</li> <li>To find a number of objects</li> <li>To compare numbers</li> <li>Develop skills linked to ordering numbers</li> </ul> <p><b>Space shape and Measure - Length</b></p> <ul style="list-style-type: none"> <li>To develop skills linked to measure</li> <li>To use vocabulary linked to length</li> <li>To use non standard units of measure</li> <li>To begin to use standard units to measure</li> <li>To develop skills linked to 2D &amp; 3D shapes</li> </ul> <p><b>Data handling - Tables and Graphs</b></p> <ul style="list-style-type: none"> <li>To read tables and graphs</li> <li>To compare tables and graphs</li> </ul>		<ul style="list-style-type: none"> <li>To learn about being unique and celebrating differences.</li> <li>To explore our own facial features.</li> <li>To look at our families and our history</li> <li>Physical Processes - science</li> </ul>	<ul style="list-style-type: none"> <li>Things we are good at</li> <li>Kind and unkind behaviours</li> <li>Playing and working together.</li> <li>People who are special to us</li> <li>Personal strengths</li> <li>Skills for learning</li> </ul>
<p><b>Term: Autumn 1    Topic: This is Me</b>  <b>Class: Indigo 3 Teacher: Mrs Waugh</b></p>				
<b>Humanities</b> <b>History/Geography</b>	<b>Sensory activities</b>	<b>Physical Education and Development</b>	<b>DT/Cookery</b>	<b>Creativity (Art &amp; Music)</b>
<ul style="list-style-type: none"> <li>To explore my personal history through our topic.</li> <li>To examine and celebrate personal change and growth in Topic.</li> <li>To carry out a number of interactive games linked to where I come from - This is me Topic</li> </ul>	<ul style="list-style-type: none"> <li>Sensory Art exploring a variety of materials.</li> <li>To explore various stories with interactive resources and sounds.</li> <li>Sensory Circuits with various lighting effects to a variety of relaxing music.</li> </ul>	<ul style="list-style-type: none"> <li>To increase gross motor skills and provide opportunities to increase strength.</li> <li>To improve listening skills and build confidence whilst having fun.</li> </ul>	<ul style="list-style-type: none"> <li>To safely navigate my way around the kitchen and collect my resources</li> <li>To follow a set of instructions in an appropriate format as independently as possible.</li> </ul>	<ul style="list-style-type: none"> <li>To create a self portrait using different materials linked to our topic - This is Me</li> <li>To experience a variety of textures when creating a piece of art.</li> <li>To create a collage using things I like.</li> </ul>

<ul style="list-style-type: none"><li>• To participate in a selection of sensory activities using stimuli linked to our Topic - This is Me! e.g. my favourite smell.</li></ul>	<ul style="list-style-type: none"><li>• Regular access to the sensory garden and other outdoor sensory resources.</li></ul>	<ul style="list-style-type: none"><li>• To participate in a variety of team games.</li><li>• Outdoor Activities / PE</li><li>• To develop team working skills</li></ul>	<ul style="list-style-type: none"><li>• To practise: area cleaning, cutting, mixing, increasing independence when working.</li></ul>	<ul style="list-style-type: none"><li>• To participate in weekly singing and signing sessions. .</li><li>• To develop strength and coordination to music and using bikes..</li></ul>
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### Week 1:

**Literacy** Communication - Students are to join in with morning greetings and read the visual timetable through the day. Introducing the new topic All about me. Weekend news- talk about summer holidays.

**Maths** Students are to join in with counting/number maths songs. Students will complete a variety of activities and games around the pond area as well as outside in the secondary yard.

**ICT** With appropriate support use a variety of apps on the ipad as well as complete literacy and numeracy activities on the computers. To use the Ipa to take a selfie with appropriate support.

**RSHE** Students to explore new class and share feelings. Settle into new routines. students are to join in with all about me activities - Colour Monster story.

**PE** Participate in the daily mile, Keelfest activities- bouncy castle, Zumba, disco, outside play on the mugga and in the yard.

**D/T Cookery** students are to follow instructions to make rainbow festival bracelets ( fruit loops) To harvest and prepare plums ready for future cookery lessons.

**Topic - Art/Music/Sensory.** students are to decorate a photo frame to put their selfie. To explore a variety of colours during art. Students are to join in with dancing and singing and signing.

### Week 2:

**Literacy** Communication - Students are to join in with morning greetings and read the visual timetable through the day. To participate in the sensory story -Barry the Fish with Fingers. To write our weekend news in the appropriate format.

**Maths** Students are to join in with counting/number maths songs. Students will complete a variety of activities and games around the pond area as well as outside in the secondary yard linked to length.

**ICT** With appropriate support use a variety of apps on the ipad as well as complete literacy and numeracy activities on the computers.

**RSHE -** Identify things we are good at including our strengths and talents creating a speech bubble.

**PE** Participate in the daily mile, to participate in team games to develop stamina and improve health. To participate in Judo.

**D/T Cookery** students are to develop independence skills for their own work station and follow appropriate instructions to help make Cheese pasties.

**Topic - This is Me!** With appropriate support take a selfie and print it off then say what we like about ourselves.

**Art/Music/Sensory.** To create a piece of art using a part of their body e.g..hands. To participate in singing and signing. To use percussion instruments appropriately.

### Week 3:

**Literacy** Communication - Students are to join in with morning greetings and read the visual timetable through the day. To participate in the sensory story - Barry the Fish with Fingers. To complete comprehension activities.

**Maths** Students are to join in with counting/number maths songs. Some students will participate in Little Chatterboxes linked to maths. Some students will participate in measuring activities linked to non standard and standard units of measure.

**ICT** With appropriate support use a variety of apps on the ipad as well as complete literacy and numeracy activities on the computers developing mouse control.

**RSHE -** To develop skills for learning -Respond to stimuli about what we enjoy learning about in school. Describe what we like and dislike about learning in school. Tac Pac linked to experience relevant stimuli.

**PE** Participate in the daily mile, to participate in team games. To participate in Judo. Develop skills linked to riding a bike including balance and coordination.

**D/T Cookery** students are to develop independence skills for their own work station and follow appropriate instructions to help make Cheese pasties.

**Topic - This is Me!** With appropriate support explore physical processes- science

**Art/Music/Sensory.** To create a piece of art using a part of their body e.g..hands. To participate in singing and signing. To use percussion instruments appropriately. To engage with and appropriately interact with Tac Pac and Massage sessions.

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<p><b><u>Week 4:</u></b></p> <p><b><u>Literacy</u></b> Communication - Students are to join in with morning greetings and read the visual timetable through the day. To participate in the sensory story - Barry the Fish with Fingers. To develop speaking and listening skills.</p> <p><b><u>Maths</u></b> Students are to join in with counting/number maths songs. Some students will participate in Little Chatterboxes linked to maths. Some students will participate in reading tables and graphs.</p> <p><b><u>ICT</u></b> With appropriate support use a variety of apps on the ipad as well as complete literacy and numeracy activities on the computers exploring images and sound.</p> <p><b><u>RSHE -</u></b> To develop skills for learning -Respond to stimuli about what we enjoy learning about in school. Describe what we like and dislike about learning in school. Tac Pac linked to experience relevant stimuli.</p> <p><b><u>PE</u></b> Participate in the daily mile, to participate in team games. To participate in Judo. Develop skills linked to riding a bike including balance and coordination.</p> <p><b><u>D/T Cookery</u></b> students are to develop independence skills for their own work station and follow appropriate instructions to help make pumpkin soup.</p> <p><b><u>Topic - This is Me!</u></b> To represent myself as I was using the role play corner by using a variety of different materials when using a foil mirror.</p> <p><b><u>Art/Music/Sensory.</u></b> To create a piece of art for the Cauliflower cards. To participate in singing and</p>	<p><b><u>Week 5:</u></b></p> <p><b><u>Literacy</u></b> Communication - Students are to join in with morning greetings and read the visual timetable through the day. To participate in the sensory story -Barry the Fish with Fingers. To handwriting skills.</p> <p><b><u>Maths</u></b> Students are to join in with counting/number maths songs. Some students will participate in Little Chatterboxes linked to maths. Some students will participate in comparing tables and graphs.</p> <p><b><u>ICT</u></b> With appropriate support use a variety of apps on the ipad as well as complete literacy and numeracy activities on the computers exploring images and sound and text.</p> <p><b><u>RSHE -</u></b> To develop skills for learning -Identify people who are special to us. Give some examples of ways we might let them know they are special to us. Tac Pac linked to experience relevant stimuli.</p> <p><b><u>PE</u></b> Participate in the daily mile, to participate in team games. To participate in Judo. Develop skills linked to riding a bike including balance and coordination.</p> <p><b><u>D/T Cookery</u></b> students are to develop independence skills for their own work station and follow appropriate instructions to help make plum crumble.</p> <p><b><u>Topic - This is Me!</u></b> Identify people who are special to us. Describe what makes our family, friends, teachers, carers special to us.</p> <p><b><u>Art/Music/Sensory.</u></b> To create a mirror and a self portrait. To participate in singing and signing. To</p>	<p><b><u>Week 6:</u></b></p> <p><b><u>Literacy</u></b> Communication - Students are to join in with morning greetings and read the visual timetable through the day. To participate in the sensory story - Barry the Fish with Fingers. To reading skills.</p> <p><b><u>Maths</u></b> Students are to join in with counting/number maths songs. Some students will participate in Little Chatterboxes linked to maths. Some students will participate in activities linked to 2D&amp;3D shapes.</p> <p><b><u>ICT</u></b> With appropriate support use a variety of apps on the ipad as well as complete literacy and numeracy activities on the computer. To apply new skills developed this half term.</p> <p><b><u>RSHE -</u></b> To develop skills for learning - Recognise that behaviour which hurts others' bodies or feelings is wrong. Tac Pac linked to experience relevant stimuli.</p> <p><b><u>PE</u></b> Participate in the daily mile, to participate in team games. To participate in Judo. Develop skills linked to riding a bike including balance and coordination.</p> <p><b><u>D/T Cookery</u></b> students are to develop independence skills for their own work station and follow appropriate instructions to help make plum crumble.</p> <p><b><u>Topic - This is Me!</u></b> Identify people who are special to us. Describe what makes our family, friends</p> <p><b><u>Art/Music/Sensory.</u></b> To create a mirror and a self portrait. To participate in singing and signing. To use percussion instruments appropriately. To engage with and appropriately interact with Tac Pac and Massage sessions.</p>

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