

Literacy	Maths	Science Life processes	ICT Data handling	RSHE Self awareness
<ul style="list-style-type: none"> ● To explore sensory stories ● To develop Pec communication skills ● To develop our writing ability ● To develop our reading ability ● To mark make on relevant pictures ● Weekend news ● Explore new symbols around how we look and feel ● To know when to write a capital letter and full stop ● To order text and different parts of stories 	<ul style="list-style-type: none"> ● Counting numbers. ● Reading numbers. ● Writing numbers. ● Number rhymes. ● Counting and properties of numbers. ● Comparing numbers. ● Ordering numbers. ● Finding numbers of objects ● Time ● Reading tables & graphs 	<ul style="list-style-type: none"> ● Discussing the 7 life processes. ● Exploring how people, animals and plants all move, and why. ● To understand what respiration is and why it's important ● To understand sensitivity in our body ● To learn about growth in people, animals and plants ● Discussing excretion & why it happens ● Looking into nutrition for people, animals & plants 	<ul style="list-style-type: none"> ● Collecting information by taking photographs using the IPAD ● Sorting objects into groups on computer or IPAD ● Begin to understand pictograms ● Use simple graphing software to enter data ● Sorting groups ● Begin to use a branching database 	<ul style="list-style-type: none"> ● Describe ourselves, recognising that there is self and there are others. ● Identify things we are good at ● Recognise that being unique means we might like and be good at different things from other people. ● Discuss how people can be kind & unkind, talking about how this might make people feel ● Give reasons why teasing or name-calling is not acceptable.
Term: (Autumn 1) Topic: (This is me) Class: Sunshine Teacher: Luke Pattinson				
Humanities History/Geography/RE	Sensory activities	Physical Education and Development Movement	DT/Cookery	Creativity (Art & Music) Portraits

<ul style="list-style-type: none"> ● Looking at where we live ● Where other people live ● Where would I like to live ● History of different places around the world of what interests me ● Different peoples religions 	<ul style="list-style-type: none"> ● Massage ● TACPAC ● Explore new & familiar sensory trays ● Hydro ● Sensory Room ● Explore cause and effect resources 	<ul style="list-style-type: none"> ● Wake up shake up ● Sensory Circuit ● Daily mile ● Multi-skills ● Developing running and moving ability ● Exploring different ways to move, e.g. crawling, hopping 	<ul style="list-style-type: none"> ● Develop basic cooking skills e.g. Buttering toast ● Continue understanding of how to stay safe in the kitchen ● Improve communication skills ● Taste new food ● Develop turn taking skills ● Follow instructions ● Use symbols and signs to request food 	<ul style="list-style-type: none"> ● Understand rhyme ● Explore different medias, e.g. paint, chalk, crayons, pencils & pens. ● Make choices ● Turn take ● Improve independence ● Hand printing ● To create portraits
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<p style="text-align: center;"><u>Week 1:</u></p> <p><u>Literacy</u> - HA - To know when to write a capital letter and full stop in a sentence with support. Discussing and writing the main points of the story. MA - To be able to choose from a choice of symbols linking to our story LA - To listen to the story & explore different sensory props. <u>Maths</u> - HA - To count to beyond 100, grouping counters into sets of 10. MA - To find numbers of objects when requested to 10</p>	<p style="text-align: center;"><u>Week 2:</u></p> <p><u>Literacy</u> - HA - To write a sentence including a capital letter and full stop independently. Discussing and writing the main points of the story. MA - To identify which characters were in the story by choosing the symbols LA - To explore symbols from the story <u>Maths</u> - HA - To compare numbers with manipulatives to identify which are higher, lower or equal, using signs to help represent this.</p>	<p style="text-align: center;"><u>Week 3:</u></p> <p><u>Literacy</u> - To engage in a group story and order parts of the story with some support from staff. MA - To finish off a sentence from the story using symbols. LA - To match symbols linking to the story <u>Maths</u> - HA - To read a clock to o'clock, half past, quarter past and quarter too. MA - To read o'clock with support LA - To play what's the time Mr.Wolf with support from staff. Non-Verbal children will be given a choice between 2. They will play</p>
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<p>LA - To explore a sensory box with different counters in, prompting the child to pass one counter out.</p> <p>ICT - HA - Using the IPAD to take photos of ourselves and our friends. Learning how to take a photo, turn the camera around and view the photo.</p> <p>LA - Exploring the IPAD, watching our face in the camera and taking a photo with support.</p> <p>Science - HA - Looking into how humans, animals and plants move. Discussing why they move and how it's important.</p> <p>MA - To discuss different ways in which humans and animals move.</p> <p>LA - To explore ways we move, being encouraged to try different movements outside.</p> <p>RSHE - HA - Describe ourselves, recognising that there is self and there are others.</p> <p>LA - To identify things which we enjoy doing</p> <p>PE - To complete an activity called "bucker-roo", all students must pick up one item and walk to a teammate placing that piece of equipment on. All pupils can only walk. Encouraging students to "power walk".</p> <p>Topic - Geography</p>	<p>MA - To identify which number is higher or lower with support and the use of manipulatives</p> <p>LA - To explore numbers from 1-5 or 1-10. Child to be given a choice of 2 and asked to find a number.</p> <p>ICT - HA - Sorting objects into groups on computer or IPAD independently</p> <p>LA - To sort basic objects into groups using an app from the IPAD with support</p> <p>Science - To understand what respiration is and why it's important to us.</p> <p>LA - To engage in a sensory tac-pac, exploring our different sensory needs.</p> <p>RSHE - To identify things that we are good at. Each child will be asked what they think they are good at, then asked to write it down.</p> <p>MA - They will be given a choice of symbols of activities, they will then be supported in choosing which one they believe they are good at.</p> <p>LA - To choose an activity they really enjoy using a pec file or from a choice of symbols with minimal support</p>	<p>time games prompting them to engage with each other through eye contact or gestures.</p> <p>ICT - HA - Begin to understand pictograms</p> <p>LA - To use the computer or big screen to sort objects into groups</p> <p>Science - HA - To understand sensitivity in our body.</p> <p>LA - To explore different sensory items, showing likes/dislikes through speech, symbols and facial expression</p> <p>RSHE - HA - Recognise that being unique means we might like and be good at different things from other people.</p> <p>LA - To create a face using different pieces of material</p> <p>PE - To complete an activity called "find the gold". Pupils must jog from their team cone onto the middle to look under cones to find their gold.</p>
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<p>HA - To have a discussion around where we live and what our houses look like. Then to create our house and write about who we live with.</p> <p>LA - To create a house using different materials with support from an adult.</p>	<p>PE - To complete an activity called "cones & dishes", students are only allowed to crawl throughout the activity. Working as a team to put a cone a certain way depending on which team they are on.</p> <p>Topic - Geography</p> <p>HA - To research other people's houses around the world and write about how they are different from our houses.</p> <p>LA - To explore the sensory garden, interacting with the different elements and sensory resources around.</p>	<p>Topic - Geography</p> <p>HA - To discuss where I would like to live when I'm older and to design what the house would look like.</p> <p>LA - To explore new tac-pac's & sensory massages</p>
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<p style="text-align: center;"><u>Week 4:</u></p> <p>Literacy - HA - To engage in a group story and complete missing words in sentences linking to the story they have read.</p> <p>MA - To complete a colourful semantics stage 3 with support</p> <p>LA - To match a symbol to object linking to the sensory story</p> <p>Maths - HA - To be able to read 5 minutes past the hour</p> <p>MA - To be able to read half past and begin to learn quarter past.</p> <p>LA - To engage in number rhyming songs, identifying numbers from a choice of 2.</p>	<p style="text-align: center;"><u>Week 5:</u></p> <p>Literacy - HA - To use new adjectives to describe the characters in the book.</p> <p>MA - To complete a colourful semantics stage 3 with minimal support</p> <p>LA - To participate in what's in the bag, being encouraged to find the correct symbol to match it.</p> <p>Maths - HA - To order 3 digit numbers with minimal support</p> <p>MA - To order 3 digit numbers</p> <p>LA - To order single digit numbers</p> <p>ICT - HA - To begin to use a branching database with support</p>	<p style="text-align: center;"><u>Week 6:</u></p> <p>Literacy - HA - To use new adjectives to describe the characters in the book with more independence.</p> <p>MA - To independently complete colourful semantics stage 3</p> <p>LA - To participate in an outdoor learning session, identifying different sensory resources around the pond.</p> <p>Maths - HA To begin to be able to read tables and graphs. Start to gather data on a chart which can be created into a graph.</p> <p>LA - To engage in maths games e.g. snakes & ladders. Prompting children to independently count and turn take.</p>

<p>ICT - HA - Continue to work on using pictograms to gain more confidence and understanding LA - Continue working on different platforms to sort items into groups</p> <p>Science - HA - To learn about growth in people, animals and plants. To grow some of our own plants in class, maintaining them weekly. LA - To participate in setting up the plants to grow, engaging with the sensory aspect of it.</p> <p>RSHE - HA - To discuss how people can be kind & unkind, talking about how this might make people feel MA - To explore different emotion symbols, choosing from a choice of 2 to identify the basic emotions. LA - To explore different sensory boxes, each one targeting likes/dislikes in each box, the child will be shown a happy or sad symbol depending on their facial expression.</p> <p>PE - To complete an activity called "empty your castle". Players must empty all bean bags from their hoop as quickly as they can, they must put them in other teams' hoops to win.</p> <p>Topic - RE</p>	<p>MA - Continue working on pictograms to gain more independence using them LA - To explore the camera using a program to put effects on our faces</p> <p>Science - HA - To develop our knowledge around excretion, why it happens and why it's important for us LA - To explore sensory resources and make play-doh.</p> <p>RSHE - HA - To discuss why name calling isn't nice and how it might make people feel. Children to be asked what they think and given support if needed. LA - To respond to different stimuli that makes them happy and angry.</p> <p>PE - To complete team games using all movements from the past 5 weeks.</p> <p>Topic - RE HA - To look into different religions around the world and discuss their beliefs. Creating pictures about these. LA - To taste test different foods from around the world to see what we like/dislike.</p>	<p>ICT - HA - To continue working on a branching database to gain more understanding MA - To begin to use a branching database LA - To choose from a choice of 2 for what I want to engage with, an IPAD or computer, then to independently choose which cause and effect programme I want.</p> <p>Science - HA - To look into nutrition and why it's important for is. Identifying what foods are healthy and unhealthy. LA - To taste test some healthy foods to determine what we like and dislike. Choosing from a choice of 2 for what we want to try. Showing likes/dislikes through facial expression.</p> <p>RSHE - HA - To have a group quiz, answering questions linking to what we have learnt over the past 6 weeks. LA - To explore new and old cause and effect resources in class. Showing our likes/dislikes via facial expression.</p> <p>PE - To work as a team to complete a circuit using the different movements learnt over the past 6 weeks.</p> <p>Topic - History HA - To look into different places around the world that interest me. Discussing why I</p>
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<p>HA - To discuss if we have a religion and what the beliefs are in that religion. LA - To create different symbols, pictures linking to their own religion</p>		<p>am interested and researching different activities you can do there. LA - To create a house with paints and different materials with adult support.</p>
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