

		<p>own emotions, building healthy relationships with others, staying safe.</p> <p>Maths C&E, matching, connecting, constructing.</p> <p>PD Developing sense of own body, its strength, agility.</p>	<p>Teacher gives the SD showing the symbol 'Go wash your hands' and another TA prompts accordingly the child to go to the sink.</p> <p>Children are redirected to the tables for snack.</p>	
Drama	<p>CL</p> <p>PSED</p> <p>EAD</p>	<p>-Express self through physical action and sound</p> <p>-Imitate and improvise familiar actions</p> <p>•Show preferences and make choices</p> <p>•Learn about topic of the term (UP IN THE SKY) through songs, actions and props</p>	<p>The children sit in a circle with the chairs all around. The teacher presents the visual timetable with the activities following. Activities are the same weekly but the order can rotate:</p> <ul style="list-style-type: none"> - Mirror song: Singing the song the children look at themselves and learn to say/sign 'me'. They choose another child to give the mirror after their turn has finished. - The wizard: using the microphone and the hat, every child pretends to be a wizard. The rest of the class repeats the vocalizations the child makes. - Abracatabra: Using the lycra the leader of the group sings the song and covers a pupil at a time. The other pupils have to pull the lycra and uncover the pupil. - Topic related drama activities: - 	
Messy play	<p>CL</p> <p>PD</p> <p>EAD</p> <p>UW</p>	<ul style="list-style-type: none"> • Explore range of tastes • Desensitisation • Develop willingness to explore new textures • Develop intentional mark making skills 	<ul style="list-style-type: none"> - During outdoors learning either in the small world area or outside of the classroom, children are encouraged to explore sand, water and mud. - Some of the lessons in the class will consist of messy play which will encourage the exploration of cold and warm substances such as corn flour, jelly, porridge, boiled pasta and rice (warm and cold). In these lessons they will also learn to pour, stir and make marks. - Topic related activities (UP IN THE SKY): <ul style="list-style-type: none"> • Make space rocks • Make cloudy slime • Sensory bottles • Playfoam • Tuff tray activities (see appendix) 	
Cooking	<p>CL</p> <p>PD</p> <p>EAD</p> <p>UW</p>	<ul style="list-style-type: none"> • Explore a range of tastes • Develop independence and self-help skills • Practise handling cutlery appropriately - health and safety rules • Fine motor skills 	<p>Organise the lessons either in class or in PMLD mixed use room. Rotate the same activities so the children can familiarise and fade away prompts/increase independence:</p> <ul style="list-style-type: none"> - Make smoothies: Peel and cut fruits, put them in the blender and add juice. Practice motor skills/ use of cutlery and language, such as 'more', 'ready, steady, go', etc. Use PECS and visuals with the children. - Make jam/cheese sandwiches (see above) - Topic related activities: Make cloudy candy floss, rainbow biscuits. 	

		<ul style="list-style-type: none"> • Maths / Literacy – according to IEPS • Help fussy eaters to acquaintance themselves to different textures and flavours 	<ul style="list-style-type: none"> - Occasional day activities: special cooking activities for Harvest, black history month, yom kipur, bonfire night, etc. 	
Music	<p>EAD</p> <p>CL</p> <p>PSED</p>	<ul style="list-style-type: none"> • Express self through music • Explore different musical instruments • Choice making • Anticipate and copy actions • Use communication aids to ask for different instruments. 	<ul style="list-style-type: none"> • Follow Carrie Lennard's Music programme: • Shake my hand (shake adult's hand and shake hands with the child next to them) • Main content of the session • Accompanying music using instruments. Exploring different sounds, pitches ,high low speeds fast slow , and different physical actions e.g. hit, shake, blow • Copying a beat, copying actions to songs using Makaton signs • Performing to others in the class, clapping others performances • - Goodbye (saying children names, to finish the session in a relaxed mood). <p>Topic related songs: Up in the Sky (W: Drive, Curriculum Resources, Topics, Up in the Sky) e.g. "Up, up, up"</p>	
Look and Listen	<p>CL</p> <p>PSED</p> <p>UW</p>	<ul style="list-style-type: none"> •Develop attention skills • Practice vocalisations and making requests (more, one word/sign requests, fill in phrases). •Develop tracking skills. •Attending a group activity. 	<p>-Attention Autism activities (stage one, two and three):</p> <ul style="list-style-type: none"> • <u>Bucket:</u> - attention grabber – every toy to be shown 30-50". Provide oppurtunities for language 'more', 'on'/off, finished, stop, etc. Examples: Bouncy spiders in different colours that match with numbers, different colour LED torches and lasers in dark and light, electronic toys with sound and flashing lights. • <u>Stage Two:</u> - attention builder: 2-3' activity presented by the group leader. Examples: Glitter Tea cups – Shaving foam cakes, spray food colour, pebble on top for cherry and SPLAT! Sand storm – Have a bucket or container with coloured sand in and let it pour into a container. Foam Squish – Have a large ziplock bag and spray in shaving foam. Then add different colour paint and mix them together between your hands. Space Splat – Pour water into shot glasses and add some food colouring. Dip cotton wool into the water and throw them onto white paper! Growing flowers – Place a flower pot down on its side and then get some green paint and squeeze it to make the flower stem grow! Then at the top place a fake flower or some tissue tied to make a flower! Stacking Cups – Use the paper cups and stack them up counting out to 10 and then say 'ready steady GO' and knock them down! 	

			<p>Bubble Sock Have an bottle ready made with the end cut off, attach a j-cloth to the cut end with an elastic band then dip this part into soapy water and blow through the top of the bottle to make the bubbles come out!</p> <p>- <u>Stage Three:</u> Turn taking – Peer or adult to demonstrate the activity and then a few pupils to take turns. Fade away prompting and rotate same activities. Examples:</p> <ul style="list-style-type: none"> - Building towers with blocks. - Bowling - Rocket <p>-Use a colourful umbrella and hold it while the adult pours water over.</p> <p>- Use hands or feet to step on paint and then observe the marks they make on paper.</p>	
Outdoors Learning	<p>CL</p> <p>PSED</p> <p>Maths</p> <p>UW</p>	<ul style="list-style-type: none"> • Confidently explore the outdoors environment • Show curiosity in surroundings • Develop climbing and negotiate how to access different spaces • Practice walking up and down stairs with control • Making discoveries and investigations in relation to the changing environment e.g. weather conditions, seasons, man made changes to the environment • Money skills • How to behave in the community, e.g. crossing the 	<p>Content of lesson:</p> <p>Arrange lessons in Small Earth, Courtyard and Playground corridor:</p> <ul style="list-style-type: none"> • Talk about the weather and observe: The sun is <i>yellow</i> when it is sunny, the sky is <i>grey</i> when cloudy, the snow is <i>white</i>, and the sky is <i>blue</i>. • Teach how to cross the road safely. ‘Green man means go’, ‘red man means stop’. Practice with signs and learn how to line up and walk one behind the other. • Use blocks and build towers and simple constructions. • Plan trips to the shop: Make a visual shopping list, select and pay for the items. • Walks to the park: seek and find objects such as leaves, flowers and plants. Observe the change of colour in nature according to the seasons. 	

		road safely, traffic lights.		
Art	EAD PD	<ul style="list-style-type: none"> • Explore a range of media and materials • Express self through different creative means • Experiment mixing colours 	<p>Content of lesson: Incorporate term theme (Up in the sky) into Art group activities:</p> <ul style="list-style-type: none"> • Use a variety of materials and tools to make marks on paper. Explore textures, such as rough and smooth. Use tissue paper, card, stamps, rollers, sponges, felt, powder paint, etc. • Use animal outlines on card and stick different materials, like orange lentils, white rice, brown sand, white cotton wool. • Make crafts, such as space rockets using carton boxes and aluminium foil, 	
Write Dance	LIT PD CL	<ul style="list-style-type: none"> • Experience a range of different bodily movements • Develop pre-writing skills <p>Develop gross and fine motor skills</p>	<p>Use song to structure session</p> <ol style="list-style-type: none"> 1. Circles 2. Robot 3. Tree 4. Fish 5. Relaxation (start cleaning tables with shapes sponges creating foam) 	
Story	CL LIT	<ul style="list-style-type: none"> • Develop interest in storytelling and rhymes. • Focus and maintain attention in a group setting • Create opportunities for pupils to actively contribute to story telling • Develop anticipation of familiar parts of 	<p>Sensory story-telling of topic-relevant books/stories:</p> <ul style="list-style-type: none"> - Little cloud by Eric carl - Up, up, up in the sky - 	

		story or nursery rhyme.		
Maths	Maths UW	<ul style="list-style-type: none"> • Matching shapes, numbers and colours. • Sort colours, shapes • Introduction to position (up/down and fast/slow) • Follow a counting sequence • Label and Identify numbers • Develop an understanding of patterns. • Anticipate daily routines with interest (snack/lunch time, music time, home time) 	<p>Content of lesson:</p> <ul style="list-style-type: none"> • Planned Math groups where the children learn to label/identify numbers, count, count out from a larger set, sort shapes and colours. • Nursery number rhymes: <ul style="list-style-type: none"> - Five little ducks - Five little speckled frogs - Ten fat sausages • Parachute games to teach spatial awareness: <ul style="list-style-type: none"> - The great duke of York (up & down) - If you're happy and you know it shake it up/down • Individualized work sheets: <ul style="list-style-type: none"> - Match shapes, colours and numbers to quantity. 	

CHILD LED ACTIVITIES

(Discrete classroom areas are carefully planned and set up so that all children have access to them at set times of the day. If children are unable to independently access the areas, resources will be brought directly to the children)

General learning intentions:

- Show **responses** to stimuli e.g. like/dislike to a range of activities
- **Anticipate** the beginning or end of an activity
- Show **curiosity** in surroundings and make new **discoveries**
- Express self through play
- Develop self-occupancy skills through **investigation** and **persistence**
- Generalise discretely taught skills
- **Initiate** communication and interact with others during play
- **Persist** and come up with own ways of solving problems, seeking the help of an adult if needed

Classroom area	Learning area(s):	Combination changing on a weekly basis		
		Week 1	Week 2	Week 3
		Carpet area	Maths PD PSED	Soft balls, cars, train sets
Messy / tactile – central table, PMLD multiuse room or group room	Maths UW PD	Water and flower plus food colouring - kneading sand	Playdough and different cutters	Pasta/rice/paper dyed variety of colours Shredded paper

Mark-making – central tables	LIT PD	Cut and stick activities, magnetic /Velcro letters	Thick pens, crayons, paper	Chalk board and chinks, draw and erase board
Problem solving – central tables	Maths UW PD	Small Puzzles Large floor puzzles (to share with a peer)	Construction toys, toys requiring assembly cause and effect toys	Simple cause and effect games (for 2 or more peers)
Book corner with soft chairs	PSED EAD	Sharing books, cause and effect toys, intensive interaction		
Plasma screen	PSED EAD	Favourite songs from movies (pupils making requests using words/communication aids)	Switch it programme	Noisy things
Class PC	PSED EAD	Sharing the computer with adult	Sharing the computer with adult and another peer	Sharing the computer between two pupils – negotiating choices