



Autumn Term Plan



Communication and Interaction

Continued use of communication boards as directed by SALT, and across additional areas of the classroom. Staff to model use.
 Weekly SALT sessions to focus on SALT targets
 Weekly additional signalong signs/core words, following the Sensory Curriculum Core Word programme. Termly songs/rhymes with signs.
 Vocabulary covered through topic: go, stop, forwards, backwards, on, off, my turn, your turn, past verbs, now, next, schedule, today, yesterday, tomorrow, days of week, months of the year.
 Intensive Interaction sessions.

Develop everyday language by continuing to match picture to picture for pre-verbal children and picture to word for verbal children
 Continued focus on following 2-part instructions and interacting with a key adult – barrier games/language games 1:1 with an adult
 Focus on positional language, over, under, on, through.

Literacy

Traditional Stories, Poems and Rhymes as a focus and non-fiction books, pictures and caption writing.
 Floppy's Phonics, alongside daily reading, HF sight words, cvc words to spell and sticky sentences to consolidate word order, capital letters and full stops. Daily name recognition and formation practice.
 Introduction of Colourful Semantics to support sentence writing.
 Or :
 Daily access to See and Learn Vocabulary 1 (from See and Learn Language and Reading scheme) Continue to work on Phase 1 Phonics and sound differentiation, daily picture to picture matching of common words. Sentence builders for pre-verbal communicators.
 Continue to work on writing/matching own name/ordering letters in name. Daily formation practice and mark making opportunities.
 Key stories: Lost in The Toy Museum, Flotsam, The History of Toys
 Songs: Toy Song, Mystery Box

Physical development

PE sessions to focus on learning games, following instructions, dressing and undressing. Children to access mainstream PE sessions where appropriate.
 Daily morning dance and dough disco sessions to develop fine and gross motor control and to facilitate sensory circuits.
 Daily access to play opportunities to develop fine and gross motor skills
 Weekly access to the large play trail and field.

Emotional and Self-awareness

Continued focus on being able to identify strategies which enable calming behaviours and self/coregulation.
 Continue to develop an understanding of emotions and begin to match/name emotions on visuals.

Social Understanding and Relationships

Continue to develop ability to participate appropriately in routine elements of the day, sitting for snack, hello time, song time, bucket time and story time for extended periods of time.
 Develop social relationships through adult led play sessions where staff model play.

Through PSHE we will develop the skills of playing and learning together, taking turns and sharing.
 Continued joint play sessions with mainstream classes. Children to participate in mainstream activities when appropriate.

Understanding the World

History – Toys old and new, Daily Routines, days of week and months and seasons of the year sequencing.
 Science – Exploring forces – push and pull
 PSHE – Sharing, playing and learning together
 RE – Festivals and celebrations, including Autumn Harvest, Hannukah and Christmas
 Music – Turn taking, following pattern and experimenting with sound.
 Drama – Turn taking and Imaginative Play (role play)

Numeracy

Number using and applying, building on previous number knowledge and using the White Rose Maths scheme where applicable, daily access to practical mathematical experiences.
 Geometry – position and movement- developing positional language and signs: on/under, behind, above, below, over etc
 Data responding, organising and handling – learning to sort by category

Attention and behaviour for learning

Daily short bucket time activities in small groups.
 Story and song time at end of sessions. Focus on remaining seated for 'hello time' as well as snack and lunchtime.
 Continued use of the workstation daily for short activities and for some children the opportunity to begin to access it with a degree of independence.

Exploratory materials

Children will have the opportunity to explore materials such as paint, paper, collage, natural objects, joining materials such as glue and tape as well as musical instruments to develop their creative responses and fine motor skills.
 Stimuli will include both open ended process driven resources as well as responses to particular stories or events.