



Spring 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, these will be topic/subject based where appropriate and also discreet sessions. Weekly additional signalong signs/core words, following the Sensory Curriculum Core Word programme – words this term: in/out, make, get, look, what, need, are, is, some, all, put, this, that. Temly songs/rhymes with signs. Vocabulary covered through topic: different, grow, big/small, seasons, time words, body parts, stages of development, water/ice/freeze/melt. Intensive Interaction sessions daily to develop reciprocal interaction and to celebrate all forms of communication.

Literacy

Modern Rhymes and action verses with signs where appropriate. 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. Development of colourful semantics to extend sentence structure: who, doing what, what, where. Development of caption/short sentence construction where appropriate. 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: A Squash and A Squeeze, Farm yard Hullabaloo Songs – related to the Core Word programme.

Physical development

PE sessions once weekly to be led by 3Degreeze/Allstars Weekly class led PE session – dance and yoga 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

Continue to develop an understanding of emotions and begin to match/name emotions on visuals. Development of the Zones of Regulation Approach to give whole class understanding and continued access to resources for emotional regulation and visual reminders for children and staff on how to support coregulation.

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 integrate into mainstream activities when appropriate.

Understanding the World

History – Daily Routines, Days of week and months of year sequencing. Yesterday, today, tomorrow Geography – Water sources Science – Seasonal Changes, Animals and Living things. Key Enquiry: How do I look after things, including myself? PSHE – Looking after myself. RE – Festivals and celebrations, including Chinese New Year, Easter. Music – Listening with enjoyment, loud and quiet, following a pattern. Drama – Turn taking and Imaginative Play (role play) Computing – Noticing new things and making things happen

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 Measure – Money Measure - weight

Attention and behaviour for learning

Daily Intensive Interaction for short periods. Daily short bucket time activities in small and whole class group, moving to Stage 2/3 activities. 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 continue to 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. Children will begin to participate in and be aware of the steps involved in using and taking care of the resources available by following visual aids for each process involved.