



Summer Term Plan – Creatures Great and Small



Communication and Interaction

Continued use of communication boards and books 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 discreet sessions.

Weekly additional signalong signs/core words, following the Sensory Curriculum Core Word programme – words this term: Put, this, that, don't, go, stop, finished, when, can, here, open, turn.

Vocabulary covered through topic: Animals, habitats, life cycle, parts of plant, sunshine, water.

Intensive Interaction sessions daily to develop reciprocal interaction and to celebrate all forms of communication.

Literacy

Floppy's Phonics, alongside daily reading, HF sight words. Daily name recognition and formation practice.

Development of colourful semantics to extend sentence structure: who, doing what, what, where and when.

Development of caption/short sentence construction where appropriate and use of technology to support writing alongside handwriting.

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: Non-fiction texts on animals: My first 100 animals, animal stories including Brown Bear, Brown Bear, Dear Zoo

Songs – related to the Core Word programme.

Social Understanding and Relationships

Develop the use of the 'Reflection Book' enabling children to identify events and behaviours and to be involved in reflecting on the consequences of their behaviour on others.

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, using the story 'We're going on a Bear Hunt'

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. Seasons – focussing on Spring and Summer.

Geography – The natural environment, animal habitats. In the countryside.

Science – Animal life cycles, living things. Key question: How do you care for animals?

PSHE – Caring for animals and plants.

RE – Special stories.

Music – Different sounds, follow a pattern – using simple percussion instruments.

Drama – Using stories: 'We're going on a bear hunt'

Computing – Creating scenes, taking and printing photos, using ICT on my own.

Art – Pattern, observational drawing/painting, responses to stimuli.

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 – Patterns and shapes.

Measure – length

Physical Development

PE sessions once weekly to be led by 3Degreeze/Allstars

Weekly class led PE session – Athletics and ball skills.

Daily morning sensory circuit outside or morning dance inside: Danny Go Summer Dance challenge. Squiggle while you wiggle.

Daily access to play opportunities to develop fine and gross motor skills

Weekly access to the large play trail and field.

Attention and behaviour for learning

Develop ability to attend to adult focus for extended periods of time through planned Attention Autism activities as an integral part of the delivery of the curriculum.

Daily workstation activities, encouragement to transition to and from activities using visuals to support transition and individual planned approaches to develop stamina for engagement.

Emotional and Self-awareness

Implicit teaching on naming and identifying emotions in self and others through teaching materials and daily conversations.

Continue to develop 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.

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.