



Autumn Term Plan Colour and Light



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.

Development of the Communication Station.

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: when; can; here; open; turn; over/under; yes; I want; like/not like; help and it.

Vocabulary covered through topic: colours; primary/secondary; mix; change/different; light/dark; shade/shadow; Diwali

Monitored Intensive Interaction sessions.

Literacy

Floppy's Phonics alongside daily reading, high frequency and common exception words. Daily name recognition and letter formation practice.

Daily access to mark making materials and development of ability to form lines and shapes.

Development of colourful semantics to include using adjectives in sentences. Focus on production of grammatically correct sentences with capital letters and full stops in correct place.

Or :

Continued daily access to See and Learn Language and Reading Scheme.

Boom learning to reinforce core word vocabulary. Sentence builders and matching activities for pre-verbal communicators. Continue to work on recognising and writing/matching own name. Book time to develop vocabulary, engagement and enjoyment of books.

Key books: All About Colour (sensory story), Lulu Loves Colours, Brown Bear, Brown Bear

Songs – related to the topic and the Core Word programme.

Physical development

PE sessions: Weekly class led PE session – Games/Sensory Circuits, Swimming(after October half term)

SWFT – Weekly motor control intervention.

Daily morning sensory circuit outside or morning dance inside: The Colour Dance game

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

Development of new sensory space and sensory breaks which reflect individual needs.

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.

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, introducing Lego Therapy where appropriate and developing intensive interaction techniques.

Continued joint playtimes and lunchtime play with mainstream classes. Children to integrate into mainstream activities when appropriate. Continued access to and development of the Zones of Regulation area.

Understanding the World

History – Daily Routines, Days of week and months of year sequencing. Yesterday, today, tomorrow. Seasons – focussing on Autumn and Winter.

Geography – How can we reuse materials?

Science – Light and Dark, Light and Shadows. Key Enquiry: What happens when we mix colours?

PSHE – How do I look after my environment/how do I recycle? Link to reusing materials

RE – What does light mean? Diwali, Hannukah/Christmas

Music – Continue to follow musical rhythm, introduction to colour coded music via boomwackers. Using self made instruments

Design and technology – making instruments using recycled materials

Drama – Using role play Diwali and Christmas

Computing – Making pictures, beginning to paint.

Art – explore mixing colours, light and dark, introduce primary and secondary colours

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 – forwards/backwards, above/below, left/right

Measure – Money, time

Attention and behaviour for learning

Timetabled Attention Autism activities used as a cross curricular mechanism for delivering curriculum content, stages 1-3/4

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

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.