



Spring Term 2026



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. Targeted use of the Communication Station.

Weekly SALT sessions to focus on SALT targets, these will be topic/subject based where appropriate as well as additional discreet sessions.

Vocabulary covered through topic: **Place:** class, school, home **People:** family, friends, class member, people who help us. **Citizenship:** my turn/your turn, wait, friends, help, choose, more. Children will be exposed to the vocabulary in many different ways and we will focus on these words for our sign along signs this term. Intensive Interaction sessions.

Literacy

Floppy's Phonics alongside daily reading, HF sight words for reading and spelling. Daily name recognition and letter formation practice. Daily access to mark making materials and development of ability to form lines and shapes.

Development of ability to produce a short sentence and write it down with a degree of accuracy and/or be able to produce sentences that are sequenced to form a short narrative. Continue to focus on production of grammatically correct sentences with capital letters and full stops in correct place.

Floppy Phonics Level 1 – sound discrimination through use of on-line interactive books and communication boards. Continued 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. Library Club and participation in whole school Reading Assembly.

Texts: Non-fiction, letters and recounts : Dear Teacher, The Jolly Postman, stories with familiar settings, Books related to the topic of community with a particular focus on friendship, turn taking, for example, We are Together, My Turn Your Turn.

Physical development

PE Sessions: Twice weekly class led sessions – Gymnastics/Dance
Daily morning sensory circuit outside and/or morning dance
Daily access to play opportunities to develop fine and gross motor skills
Daily access to the large play trail and weekly access to the field.

Emotional and Self-awareness

Continued development of 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. Continued use of individualised social stories focussing on individual needs. Continued embedding 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. Text: The Colour Monster and The Colour Monster, feelings Doctor.

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 and a focus will be on turn taking. This will be reinforced through modelled play, visuals and songs.

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 Winter/Spring

Geography – Our local community – develop an understanding of familiar places and people and their role/purpose.

Science – Observing seasonal changes: Winter/Spring

PSHE – Me and my community/being part of the school community and playing my part.

RE – Easter story/community activities.

Music – Focus on playing instruments at different pitches, quiet/loud/fast/slow. Choosing our instruments using the communication board. Following rhythm and begin to follow simple graphic scores with symbols or pictures.

Drama – Using role play explore the roles of people who help us.

Computing – Pupils to make selections to communicate meaning and to use ICT to interact with others. Pupils to use a variety of computer programmes.

Art – using malleable materials to manipulate and shape into intentional creations as well as exploring the process and developing confidence with materials, tools and techniques.

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, including individualised packs and Sensory Maths stories. Shape, space and measure, 2 and 3D shapes, time.

Attention and Behaviour for Learning

Timetabled Attention Autism activities used as a cross-curricular mechanism for delivering curriculum content.

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 be encouraged to explore resources which give sensory feedback and allow for creative responses. Emphasis will be on process not product. Children will be encouraged to use tools and materials with growing confidence and dexterity. Children will be supported with visuals to take care of resources.