

Autumn Term Plan 2026 Journeys



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 and also discreet sessions. Use of signs and symbols to reinforce verbal language and vocabulary.

Intensive Interaction sessions as opportunities arise throughout the day.

Adult led small group activities to promote interaction between peers.

Literacy

Floppy's Phonics alongside daily reading, HF sight words for reading and spelling including access to EdShed/Nessy. 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.

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. Floppy Phonics level 1 to develop both listening skills and ability to communicate choices. Core words thorough communication books/boards Stories and Poems from other countries/Modern rhymes, poems and verses
Texts: The journey Home, Naughty Bus, The Train Ride

Physical development

PE sessions: Twice weekly class led PE session – Yellow group mainstream PE sessions

Red group – Games – joining in/send receive

Daily morning sensory circuit outside or morning dance.

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

Weekly access to the large play trail and field.

Swimming lessons 1 per week

Emotional and Self-awareness

Development of area of regulation and emphasis on coregulation practice, to support emotional literacy and regulation.

Implicit teaching on naming and identifying emotions in self and others through teaching materials and daily conversations. Use of Reflection Book and reflective practices.

Sensory circuits available throughout the day to aid regulation

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. Continue to eat lunch in the hall. Continued development of appropriate social skills through NEN progression framework (previously Autism Education Trust).

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/sharing and respecting each other's choices. 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.

Understanding the World Around Me

History – Yellow Group to join Seahorse Class.

Daily Routines, Days of week and months of year sequencing. Yesterday, today, tomorrow, seeing myself in past events. Seasons – focussing on Autumn/Winter

Geography – Transport/positions and location in our community. Red Group/ Yellow group -

Science – Observing seasonal changes: Autumn/Winter, Materials

PSHE – Myself, my body is mine and appropriate toilet use

RE –Yellow group Who do Christians say made the world? What does it mean to belong to a faith or a community? Red group – Pupils listen and respond to religious stories, music and poems and contribute to festivals and celebrations P6

Music –Exploring sounds, Going Places, high and low

Design and technology – Making vehicles/Developing basic skills in using tools

Drama – Role play Journeys – Pack a suitcase.

Computing – Responding to instructions to control a device and using a BeeBot

Art – Using paint

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.

Shape, space and Measure – Money – Yellow group

Shape 2d/3D Weight – Red Group

Attention and behaviour for learning

Sensory stories used as a vehicle for teaching Science/topic/maths

RISE therapy sessions at least 1xweekly Red group incorporating Maths and Science and humanities activities.

Attention Autism activities 'bucket time' to encourage engagement and attention for learning.

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.