

S1 Medium Term Pre-Formal Curriculum Plan Summer 2

<p style="text-align: center;">Week 7 17<sup>th</sup>-18<sup>th</sup> July 19<sup>th</sup> INSET</p>	<p style="text-align: center;">The Zoo</p>	<p><b>Good Morning – independently</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time- independently</b></p> <p>To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction – independently</b></p> <p>To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Sensory Story – Independently</b> <b>Zoo Sensations</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b></p> <p>Pupils to pick favourite letter.</p> <p><b>Reading – Independently</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Story Massage-</b> Anywhere away from here</p> <p><b>Hand Class- Independently</b></p> <p>To focus attention on an object while exploring it (NW)</p> <p>To be able wait turn (LM)</p> <p>To lift hand/s up when given a different object to feel (KL)</p> <p><b>Fine Motor Skills- Independently</b></p> <p>To tie own shoelaces (AA)</p> <p>To use scissors to cut straight and curved lines (NW)</p> <p>To use a fork/spoon to pick up food of different textures (LM)</p> <p>To use a spoon to scoop up food of different textures (KL)</p> <p><b>Writing – Independently</b></p> <p>To write a simple sentence (AA)</p> <p>To identify where the full stop goes (AA)</p> <p>To practise the letter formation of letters within his name (NW)</p>	<p><b>Measurement (Capacity) –</b></p> <p>To compare capacity using simple vocabulary (full and empty) (AA)</p> <p>To measure capacity using standard and non-standard units (AA)</p> <p>To explore capacity in various sensory stimuli and music (NW – independently) (KL, LM – adult support)</p>	<p><b>Art- Zoo animal handprints (Cont.)</b></p> <p>To engage for 5 minutes in a non-chosen activity</p> <p>To tolerate a non-familiar sensory stimuli for a short period of time.</p> <p><b>Music – Independently</b></p> <p><i>Making Music that is loud and quiet</i></p> <p>To be able to identify and copy loud and quiet noises using instruments.</p>	<p><b>Sensology-</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery-</b></p> <p><b>Attention Autism – Stages 1 - 4</b></p> <p>Stage 1 – a selection of highly engaging items</p> <p>Stage 2 – Flour shake focus</p> <p>Stage 3 – Spinning Focus</p> <p>Stage 4 - Alphabet Focus</p>	<p><b>Swimming – Independently</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy – Independently</b></p> <p>Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions – Independently</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p>	<p><b>Independently</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	
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<p style="text-align: center;"><b>Week 6</b> 10<sup>th</sup>-14<sup>th</sup> July</p>	<p style="text-align: center;"><b>The Zoo</b></p>	<p><b>Good Morning – independently</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time- independently</b> To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction – independently</b> To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Sensory Story – visual/verbal prompts</b> <b>Zoo Sensations</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b> Letter Z</p> <p><b>Reading – visual/verbal prompts</b> To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Story Massage-</b> Anywhere away from here</p> <p><b>Hand Class- Visual and verbal prompts</b></p> <p>To focus attention on an object while exploring it (NW)</p> <p>To be able wait turn (LM)</p> <p>To lift hand/s up when given a different object to feel (KL)</p> <p><b>Fine Motor Skills- Visual and verbal prompts</b></p> <p>To tie own shoelaces (AA)</p> <p>To use scissors to cut straight and curved lines NW)</p> <p>To use a fork/spoon to pick up food of different textures (LM)</p> <p>To use a spoon to scoop up food of different textures (KL)</p> <p><b>Writing – Visual and verbal prompts</b></p> <p>To write a simple sentence (AA)</p> <p>To identify where the full stop goes (AA)</p> <p>To practise the letter formation of letters within his name (NW)</p>	<p><b>Measurement (Capacity) –</b></p> <p>To compare capacity using simple vocabulary (full and empty) (AA)</p> <p>To measure capacity using standard and non-standard units (AA)</p> <p>To explore capacity in various sensory stimuli and music (NW – independently) (KL, LM – adult support)</p>	<p><b>Art- Zoo animal handprints</b></p> <p>To engage for 5 minutes in a non-chosen activity</p> <p>To tolerate a non-familiar sensory stimuli for a short period of time.</p> <p><b>Music – Partial adult support</b></p> <p><i>Making Music that is loud and quiet</i></p> <p>To be able to identify and copy loud and quiet noises using instruments.</p>	<p><b>Sensology-</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Independently - To make a packed lunch for themselves.</b></p> <p><b>Attention Autism – Stages 1 - 4</b></p> <p>Stage 1 – a selection of highly engaging items</p> <p>Stage 2 – Flour shake focus</p> <p>Stage 3 – Spinning Focus</p> <p>Stage 4 - Alphabet Focus</p>	<p><b>Swimming – Visual/Verbal prompts</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy – Visual/Verbal prompts</b> Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions – Visual/Verbal prompts</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p>	<p><b>Independently – Verbal and Visual Prompts</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p>Chester Zoo 14.07.23 – To experience the zoo</p>
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<p><b>Week 5</b> 3<sup>rd</sup>-7<sup>th</sup> July</p>	<p><b>The Farm</b></p>	<p><b>Good Morning – visual/verbal prompts</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time- visual/verbal prompts</b></p> <p>To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction – visual/verbal prompts</b></p> <p>To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Sensory Story – visual/verbal prompts</b> <b>Farm Sensations</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b> Letters X, Y</p> <p><b>Reading – Partial adult support/visual/verbal prompts</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Story Massage-</b> Anywhere away from here</p> <p><b>Hand Class- Visual and verbal prompts</b></p> <p>To focus attention on an object while exploring it (NW)</p> <p>To be able wait turn (LM)</p> <p>To lift hand/s up when given a different object to feel (KL)</p> <p><b>Fine Motor Skills- Visual and verbal prompts</b></p> <p>To tie own shoelaces (AA)</p> <p>To use scissors to cut straight and curved lines (NW)</p> <p>To use a fork/spoon to pick up food of different textures (LM)</p> <p>To use a spoon to scoop up food of different textures (KL)</p> <p><b>Writing – Visual and verbal prompts</b></p> <p>To write a simple sentence (AA)</p> <p>To identify where the full stop goes (AA)</p> <p>To practise the letter formation of letters within his name (NW)</p>	<p><b>Measurement (Weight) –</b></p> <p>To measure weight using standard and non- standard units (AA)</p> <p>To explore weight in various sensory stimuli (NW – independently) (KL, LM – adult support)</p>	<p><b>Art- Paper cup farm animals</b></p> <p>To engage for 5 minutes in a non-chosen activity</p> <p>To tolerate a non-familiar sensory stimuli for a short period of time.</p> <p><b>Music – Partial adult support</b></p> <p><i>Making Music that is loud and quiet</i></p> <p>To be able to identify and copy loud and quiet noises using instruments.</p>	<p><b>Sensology-</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- partial adult support - To make a packed lunch for themselves.</b></p> <p><b>Attention Autism – Stages 1 - 4</b></p> <p>Stage 1 – a selection of highly engaging items</p> <p>Stage 2 – Flour shake focus</p> <p>Stage 3 – Spinning Focus</p> <p>Stage 4 - Alphabet Focus</p>	<p><b>Swimming – Visual/Verbal prompts</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy – Visual/Verbal prompts</b></p> <p>Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions – Visual/Verbal prompts</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p>	<p><b>Visual and verbal prompts</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p><b>Narrow boat</b> 03.07.23 – To spend time on the narrowboat.</p> <p><b>Windmill Farm</b> 07.07.23 – To experience the farm</p>
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<p style="text-align: center;">Week 4 26<sup>th</sup>-30<sup>th</sup> June</p>	<p style="text-align: center;">The Circus</p>	<p><b>Good Morning – partial adult support</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time- partial adult support</b></p> <p>To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction – partial adult support</b></p> <p>To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Sensory Story – Partial adult support</b></p> <p><b>Circus Sensations</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b></p> <p>Letter V, W</p> <p><b>Reading – Partial adult support</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Story Massage-</b></p> <p>Anywhere away from here</p> <p><b>Hand Class- Partial adult support</b></p> <p>To focus attention on an object while exploring it (NW)</p> <p>To be able wait turn (LM)</p> <p>To lift hand/s up when given a different object to feel (KL)</p> <p><b>Fine Motor Skills- Partial adult support</b></p> <p>To tie own shoelaces (AA)</p> <p>To use scissors to cut straight and curved lines (NW)</p> <p>To use a fork/spoon to pick up food of different textures (LM)</p> <p>To use a spoon to scoop up food of different textures (KL)</p> <p><b>Writing – Partial adult support</b></p> <p>To write a simple sentence (AA)</p> <p>To identify where the full stop goes (AA)</p> <p>To practise the letter formation of letters within his name (NW)</p>	<p><b>Measurement (Weight) –</b></p> <p>To compare weight using simple vocabulary (heavier and lighter) (AA)</p> <p>To explore weight in various sensory stimuli and music (NW – independently) (KL, LM – adult support)</p>	<p><b>Art- Clown bow tie/tie</b></p> <p>To engage for 5 minutes in a non-chosen activity</p> <p>To tolerate a non-familiar sensory stimuli for a short period of time.</p> <p><b>Music – Partial adult support</b></p> <p><i>Making Music that is loud and quiet</i></p> <p>To be able to identify and copy loud and quiet noises using instruments.</p>	<p><b>Sensology-</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Full adult support - To make a packed lunch for themselves.</b></p> <p><b>Attention Autism – Stages 1 - 4</b></p> <p>Stage 1 – a selection of highly engaging items</p> <p>Stage 2 – Flour shake focus</p> <p>Stage 3 – Spinning Focus</p> <p>Stage 4 - Alphabet Focus</p>	<p><b>Swimming – Partial adult support</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy – Partial Adult Support</b></p> <p>Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions – Partial adult support</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p>	<p><b>Partial Adult Support</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p>Crosby Beach 27.06.23 – to experience the beach</p>
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<p style="text-align: center;">Week 3 19<sup>th</sup>-23<sup>rd</sup> June</p>	<p style="text-align: center;">The Seaside</p>	<p><b>Good Morning – partial adult support</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time- partial adult support</b></p> <p>To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction – partial adult support</b></p> <p>To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Sensory Story – Partial adult support</b></p> <p><b>Seaside Sensations</b></p> <p>To answer questions about the story (AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b></p> <p>Letters S, T, U</p> <p><b>Reading – Full adult support</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Story Massage-</b></p> <p>Anywhere away from here</p> <p><b>Hand Class- Partial adult support</b></p> <p>To focus attention on an object while exploring it (NW)</p> <p>To be able wait turn (LM)</p> <p>To lift hand/s up when given a different object to feel (KL)</p> <p><b>Fine Motor Skills- Partial adult support</b></p> <p>To tie own shoelaces (AA)</p> <p>To use scissors to cut straight and curved lines (NW)</p> <p>To use a fork/spoon to pick up food of different textures (LM)</p> <p>To use a spoon to scoop up food of different textures (KL)</p> <p><b>Writing – Partial adult support</b></p> <p>To write a simple sentence (AA)</p> <p>To identify where the full stop goes (AA)</p> <p>To practise the letter formation of letters within his name (NW)</p>	<p><b>Measurement (Height)</b></p> <p>To compare heights using simple vocabulary (Short and tall) (AA)</p> <p>To measure heights using standard and non- standard units (AA)</p> <p>To explore height through different sensory stimuli and music. (NW – independently) (KL, LM – adult support)</p>	<p><b>Art- Ice cream cone craft</b></p> <p>To engage for 5 minutes in a non-chosen activity</p> <p>To tolerate a non-familiar sensory stimuli for a short period of time.</p> <p>Forest vs Seaside sensory bin Sorting activity (Science)</p> <p><b>Music – Partial adult support</b></p> <p><i>Making Music that is loud and quiet</i></p> <p>To be able to identify and copy loud and quiet noises using instruments.</p>	<p><b>Sensology-</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Partial adult support - To make a packed lunch for themselves.</b></p> <p><b>Attention Autism – Stages 1 - 4</b></p> <p>Stage 1 – a selection of highly engaging items</p> <p>Stage 2 – Flour shake focus</p> <p>Stage 3 – Spinning Focus</p> <p>Stage 4 - Alphabet Focus</p>	<p><b>Swimming – Partial adult support</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy – Partial Adult Support</b></p> <p>Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions – Partial adult support</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p>	<p><b>Partial Adult Support</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p><b>New Brighton 23.06.23 –</b> To experience the beach and seaside.</p>
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<p style="text-align: center;">Week 2 12<sup>th</sup>-16<sup>th</sup> June</p>	<p style="text-align: center;">The Forest</p>	<p><b>Good Morning – full adult support</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time- full adult support</b></p> <p>To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction - full adult support</b></p> <p>To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Sensory Story – full adult support</b></p> <p><b>We're going on a picnic Part of the party – celebrating Pride month</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b></p> <p>Letters P, Q, R</p> <p><b>Reading – full adult support</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Story Massage-</b></p> <p>Anywhere away from here</p> <p><b>Hand Class- Full adult support</b></p> <p>To focus attention on an object while exploring it (NW)</p> <p>To be able wait turn (LM)</p> <p>To lift hand/s up when given a different object to feel (KL)</p> <p><b>Fine Motor Skills- Full adult support</b></p> <p>To tie own shoelaces (AA)</p> <p>To use scissors to cut straight and curved lines (NW)</p> <p>To use a fork/spoon to pick up food of different textures (LM)</p> <p>To use a spoon to scoop up food of different textures (KL)</p> <p><b>Writing – Full adult support</b></p> <p>To write a simple sentence (AA)</p> <p>To identify where the full stop goes (AA)</p> <p>To practise the letter formation of letters within his name (NW)</p>	<p><b>Measurement (Length) –</b></p> <p>To measure lengths using standard and non- standard units (AA)</p> <p>To explore length through different sensory stimuli and music. (NW – independently) (KL, LM – adult support)</p>	<p><b>Art- Leaf printing in clay Rainbow of love – Pride month</b></p> <p>To engage for 5 minutes in a non-chosen activity</p> <p>To tolerate a non-familiar sensory stimuli for a short period of time.</p> <p><b>Music – Full adult support (where needed)</b></p> <p><i>Making Music that is loud and quiet</i></p> <p>To be able to identify and copy loud and quiet noises using instruments.</p>	<p><b>Sensology-</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Full adult support - To make a packed lunch for themselves.</b></p> <p><b>Attention Autism – Stages 1 - 4</b></p> <p>Stage 1 – a selection of highly engaging items</p> <p>Stage 2 – Flour shake focus</p> <p>Stage 3 – Spinning Focus</p> <p>Stage 4 - Alphabet Focus</p>	<p><b>Swimming – Full adult support</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy – Full Adult Support</b></p> <p>Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions – Full adult support</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p>	<p><b>Full adult support (modelling)</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p><b>Philharmonic Hall 13.06.23</b> - To a retelling of the story to music</p> <p><b>Delamere Forest 16.06.23</b> - To experience the forest</p>
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Week 1 5 <sup>th</sup> -8 <sup>th</sup> June	The Park	<p><b>Good Morning – full adult support</b></p> <p>To identify the next number (in the 20's) when completing the date during good morning (AA)</p> <p>To identify the days of the week from a symbol (NW)</p> <p>To recognise himself from 2 pictures (LM)</p> <p>To look at her picture or herself in a mirror during good morning (KL)</p> <p><b>Snack Time- full adult support</b></p> <p>To be request a drink without adult prompting (AA)</p> <p>To gain the attention of staff appropriately to ask for more (NW)</p> <p>To choose "more" symbol independently when requesting more snack (LM)</p> <p>To eye gaze at the "more" symbol when shown it using the pickup and show method with a PODD book. (KL)</p> <p><b>Intensive Interaction - full adult support</b></p> <p>To tolerate an communicative partner copying his sounds movements and emotions (NW)</p> <p>To gain attention by tapping a familiar adult (LM)</p> <p>To gesture using eye contact, body movements or emotion that she wants 'more' (KL)</p>	<p><b>Sensory Story – full adult support</b></p> <p><b>The Shark in the Park Shavuot (RE)</b></p> <p>To answer questions about the story AA)</p> <p>To show increased tolerance of non-preferred stimuli (NW, KL)</p> <p>To show joint attention during sensory story (LM)</p> <p><b>Letter Work</b></p> <p>Letters M, N, O</p> <p><b>Reading – full adult support</b></p> <p>To retell a common short story (AA)</p> <p>To show interest in books (NW)</p> <p>To enjoy a short story with peers (KL,LM)</p>	<p><b>Story Massage-</b></p> <p>Anywhere away from here</p> <p><b>Hand Class- Full adult support</b></p> <p>To focus attention on an object while exploring it (NW)</p> <p>To be able wait turn (LM)</p> <p>To lift hand/s up when given a different object to feel (KL)</p> <p><b>Fine Motor Skills- Full adult support</b></p> <p>To tie own shoelaces (AA)</p> <p>To use scissors to cut straight and curved lines (NW)</p> <p>To use a fork/spoon to pick up food of different textures (LM)</p> <p>To use a spoon to scoop up food of different textures (KL)</p> <p><b>Writing – Full adult support</b></p> <p>To write a simple sentence (AA)</p> <p>To identify where the full stop goes (AA)</p> <p>To practise the letter formation of letters within his name (NW)</p>	<p><b>Measurement (Length) –</b></p> <p>To compare lengths using simple vocabulary (Shorter and longer) (AA)</p> <p>To explore length through different sensory stimuli and music. (NW – independently) (KL, LM – adult support)</p>	<p><b>Art- Rock Painting</b></p> <p><b>Paper flower crown (RE)</b></p> <p>To engage for 5 minutes in a non-chosen activity</p> <p>To tolerate a non-familiar sensory stimuli for a short period of time.</p> <p><b>Music – Full adult support (where needed)</b></p> <p><i>Making Music that is loud and quiet</i></p> <p>To be able to identify and copy loud and quiet noises using instruments.</p>	<p><b>Sensology-</b> Each week a new focus on different aspects and resources linked to topic re See, Hear, Touch, Smell, Taste</p> <p><b>Sensory Cookery- Full adult support – To make a packed lunch for themselves.</b></p> <p><b>Attention Autism – Stages 1 - 4</b></p> <p>Stage 1 – a selection of highly engaging items</p> <p>Stage 2 – Flour shake focus</p> <p>Stage 3 – Spinning Focus</p> <p>Stage 4 - Alphabet Focus</p>	<p><b>Swimming – Full adult support</b></p> <p>To move around the swimming pool without verbal instruction from an adult (AA)</p> <p>To be aware of other people within his vicinity without verbal instruction from adults (NW)</p> <p>To tolerate other pupils noises while in the swimming pool (LM)</p> <p>To approach an adult to initiate intensive interaction for a sustained period of time within pool.(KL)</p> <p><b>Rebound Therapy – Full Adult Support</b></p> <p>Enjoys being bounced in hands and needs position (AA)</p> <p>Standing Position- maintains shape whilst being gently bounced (NW)</p> <p>Sitting position- initiates movement by pushing to bed with hands (LM)</p> <p>Engage and anticipate rocking motion of the bed when lying down (KL)</p> <p><b>Sensory Interventions – Full adult support</b></p> <p>To use a symbol to access movement breaks every 45 minutes (AA)</p> <p>To use a symbol to access movement breaks every 30 minutes (NW)</p> <p>To follow direction to oral tactile box when needed. (KL, LM)</p>	<p><b>Full adult support (modelling)</b></p> <p>To be able to recall and write his address (AA)</p> <p>To be able to make sure trousers are on the correct way round (NW)</p> <p>To pass coat to an adult after taking it off (LM)</p> <p>To get coat off peg and hand to an adult for help (KL)</p>	<p><b>Croxteth Park 05.06.23</b> – To experience the park</p>
		<b>Foci</b>		<b>Pre reading/Reading</b>	<b>Pre writing/Writing</b>	<b>Early Maths/Maths</b>				
		<b>Cognition</b>			<b>Creative</b>	<b>Knowledge and Understanding of the World</b>	<b>Physical Development</b>	<b>Independence</b>	<b>Educational Visits</b>	

Employability Safeguarding SMSC Educational Visit Sex and relationships Bullying Online safety