## S3 Medium Term Semi-Formal Curriculum Plan Autumn 1 25-26

Week 8 20°- 24" Oct	LM-To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult OW-To participate in sensory exploration activities with adult support LTO participate in sensory exploration activities with adult support LTO participate in sensory exploration activities with adult support LTO participate in sensory exploration activities with adult support LTO tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult	LM, OW, KL, JI-Mark Making: To use a range of materials to create a mark marking piece of Art. To experiment with colour, design and painting techniques. To develop motor skills when using a range of art tools. To explore and experiment with a variety of colours, textures and materials.	Intensive Interaction LM—To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 2 KL—To tolerate intensive interaction sessions at stage 2 KL—To tolerate intensive interaction sessions at stage 2 JJ—To tolerate intensive interaction sessions at stage 3 JJ—To tolerate intensive interaction sessions at stage 3 JS—To tolerate intensive interaction sessions at stage 3	LM — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar setting.  OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. JJ — To consistently and independently make a selection when presented with 2 or more choices.	LM-To participate in stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 3 out of 3 stage 2 sessions of attention autism with adult support. KL-To participate in 3 out of 3 stage 2 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism or 3 stage 3 sessions of attention autism with adult support.  JJ-To participate in 1 out of 3 stage 3 sessions of attention autism with adult support.  JJ-To participate in stage 3 of attention autism with adult support.  To participate in 1 out of 3 sessions of attention autism with adult support.	Swimming LM-To interact positively with others when in the pool. OW —To move towards the stairs of the swimming pool when prompted by an adult. KL —To move towards the stairs of the swimming pool when prompted by an adult. JJ-To interact positively with others when in the pool.	Sensory Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted	Travel Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with staff support.	Life Skills- Personal Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.	community visit to the local shops Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (Instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self-service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to independently signal for the bus to stop by putting their arm out and pressing the button with staff support.	Maths  LM - To know how to match numbers 1-10 with adult support.  To know how to match at least 5 20 shapes correctly.  OW- To know how to match adult support.  To know how to match adult support.  To know how to match at least 5 2D shapes correctly.  KL- To know how to match at least 5 2D shapes correctly.  JJ- To know how to match at least 5 2D shapes correctly.  JJ- To know how to match at least 5 2D shapes correctly.  JJ- To know how to match at least 5 2D shapes correctly.	English  LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW. To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  KL- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  JI- To be able to independently write her own name.	Pupils will learn how to make air fryer toasties.  LM-To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in toparticipate in prepping at least 2 ingredients.  OW-To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product  KL-To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult.  JJ-To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and following instructions with minimal adult support. To choose her own ingredients.	Pupils will explore and respond to sound in a sensory-rich environment Pupils can react to changes in volume, pitch, and texture Pupils can initiate sounds independently or with support Pupils can describe sensory experiences using words, gestures, or symbols
Week 7 13°-17° Oct	LM-To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult OW-To participate in sensory exploration activities with adult support KL-To participate in sensory exploration activities with adult support IJ-To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult	LM, OW, KL, JJ- Group Art: To create a large piece of group artwork based around fireworks. To experiment with colour, design and painting techniques. To develop motor skills when using a range of art tools. To explore and experiment with a variety of colours, textures and materials.	Intensive Interaction LIM — To tolerate intensive interaction sessions at stage 2 OW- To tolerate intensive interaction sessions at stage 2 KL — To tolerate intensive interaction sessions at stage 2 LJ — To tolerate intensive interaction sessions at stage 3 JJ — To tolerate intensive interaction sessions at stage 3 JJ — To tolerate intensive interaction sessions at stage 3	LM – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  OW – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  KL – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  KL – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  JJ – To consistently and independently make a selection when presented with 2 or more choices.	LM-To participate in stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW-To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 3 out of 3 stage 2 sessions of attention autism with adult support. KL-To participate in stage 3 of attention autism with adult support. To participate in 3 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 1 out of 3 sessions of attention autism with adult support.	Swimming LM-To interact positively with others when in the pool. OW—To move towards the stairs of the swimming pool when prompted by an adult. KL—To move towards the stairs of the swimming pool when prompted by an adult. JJ-To interact positively with others when in the pool.	Sensory Integration LM-To accept sensory input from an adult when verbally prompted OW – To accept sensory input from an adult when verbally prompted KL-To accept sensory input from an adult when verbally prompted JJ-To accept sensory input from an adult when verbally prompted JJ-To accept sensory input from an adult when verbally prompted	Travel Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with staff support.	Life Skills- Personal Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.	community visit to the load shops Tesso Express, Queens Drive Home Bargains, Old Swan Lim, Ow, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self-service till (with staff support). To be able to use money to pay for items at a till / counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to independently signal for the bus to stop by putting their arm out and pressing the button with staff rompeople to pay for bus fare with staff support, and pressing the button with staff prompting at times. Young people to pay for bus fare with staff support.	Maths LM - To know how to match numbers 1-10 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match numbers 1-10 with adult support. To know how to match at least 5 2D shapes correctly, KL- To know how to match numbers 1-10 with adult support. To know how to match at least 5 2D shapes correctly, JJ- To know how to match numbers 1-20 with adult support. To know how to match numbers 1-20 with adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes correctly.	English  LM-To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW-To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL-To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL-To to how how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. JJ-To be able to independently write her own name.	Pupils will learn how to make air fryer brownies.  LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product  KL- To engage in participating to create a recipe. To engage with the "more" and 'finish' symbols with minimal support from an adult.  JJ- To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and following instructions with minimal adult support. To choose her own ingredients.	Pupils will rehearse and repeat sensory routines. Pupils will repeat favourite patterns and movements. Pupils will be encouraged to use memory and anticipation. Pupils will build confidence performing in with others

Week 6 6°- 10° Oct	LM- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support IX. To participate in sensory exploration activities with adult support. JJ - To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult	LM, OW, KL, JJ- Group Art: To create a large piece of group artwork based around fireworks. To experiment with colour, design and painting techniques. To develop motor skills when using a range of art tools. To explore and experiment with a variety of colours, textures and materials.	Intensive Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 2 KL — To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 stage 2 KL — To tolerate intensive interaction sessions at stage 3 JJ—To tolerate intensive interaction sessions at stage 3	LM — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. Ju — To consistently and independently make a selection when presented with 2 or more choices.	LM-To participate in stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 3 out of 3 stage 2 sessions of attention autism with adult support. KL-To participate in 3 stage 2 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism consistently with adult support. In 5 participate in 2 out of 3 stage 3 sessions of attention autism with adult support. JD-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adults with adults with adults with adults support.	Swimming LM-To interact positively with others when in the pool. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To interact positively with others when in the pool.	Sensory Integration LM-To accept sensory input from an adult when verbally prompted OW - To accept sensory input from an adult when verbally prompted KL-To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted	Travel Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to press the button when approaching the stop with staff support.	Life Skills- Personal Hysiene LM – To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.	community visit to the local shops? Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping loist (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self-service till (with staff support). To be able to scan items using a self-service till (with staff support). To be able to scan items using a self-service till (with staff support). To be able to scan items at a till/ counter (with staff support). Young people to pay be to stop by putting their arm out and pressing the button with staff support. Young people to signal for the bus to stop by putting their arm out and pressing the button with staff support. Young people to pay bus fare with staff support.	Maths  LM - To know how to match numbers 1-10 with adult support.  To know how to match at least 5 20 shapes correctly.  OW- To know how to match adult support.  To know how to match at least 5 2D shapes correctly.  KL- To know how to match at least 5 2D shapes correctly.  KL- To know how to match at least 5 2D shapes correctly.  JJ- To know how to match at least 5 2D shapes correctly.  To know how to match at least 5 2D shapes correctly.  To know how to add numbers up to 10.  To know how to add numbers up to 10.  To know how to match at least 5 2D shapes correctly.	English  LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW. To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  KL- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  JJ- To be able to independently write her own name.	Pupils will learn how to make air fryer sausage rolls.  LM-To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in tolerate ingredients. To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL-To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult. JJ-To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and following instructions with minimal adult support. To choose her own ingredients.	Pupils will explore environmental sounds Pupils can identify sounds from different sources Pupils can reproduce sounds using instruments or tech Pupils can describe feelings or reactions to sounds
Weak S 29°-3" Oct	LM-To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult OW-To participate in sensory exploration activities with adult support KL-To participate in sensory exploration activities with adult support.  JJ-To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult	LM, OW, KL, JJ- Create a collage using a range of materials: To use a range of materials (i.e. leaves, sticks, tissue paper) to create a collage. To develop motor skills when using a range of art tools. To explore and experiment with a variety of colours, textures and materials.	Intensive Interaction LIM — To tolerate intensive interaction sessions at stage 2 OW- To tolerate intensive interaction sessions at stage 1 KL — To tolerate intensive interaction sessions at stage 1 JJ — To tolerate intensive interaction sessions at stage 3 J — To tolerate intensive interaction sessions at stage 3 J — To tolerate intensive interaction sessions at stage 3 J — To tolerate intensive interaction sessions at stage 3	LM —To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  OW —To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  KL —To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  KL —To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  JJ —To consistently and independently make a selection when presented with 2 or more choices.	LIM-To participate in stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW-To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support KL-To participate in 2 out of 3 stage 3 of attention autism with adult support. To participate in 2 out of 3 stage 3 of attention autism or sistently with adult support. To participate in 2 out of 3 stage 3 a sessions of attention autism with adult support. Up To participate in 1 out of 3 stages 3 of attention autism consistently. To participate in 1 out of 3 sessions of attention autism with adult support.	Swimming LM-To interact positively with others when in the pool. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To interact positively with others when in the pool.	Sensory Integration LM-To accept sensory input from an adult when verbally prompted OW – To accept sensory input from an adult when verbally prompted KL-To accept sensory input from an adult when verbally prompted JJ-To accept sensory input from an adult when verbally prompted JJ-To accept sensory input from an adult when verbally prompted	Travel Training- public transport LIM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with staff support.	Life Skills- Personal Liyziene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL-To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.	Community visit to the local shops Tesso Express, Queens Drive Addi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ-To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a shelf-service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to pagh (with staff support) with staff support). Young people to signal for the bus to stop by putting their arm out and pressing the button with staff support. Young people to pay bus fare with staff support.	Maths LM -To know how to match numbers 1-10 with adult support. To know how to match at least 5 2D shapes correctly.  OW- To know how to match at least 5 2D shapes correctly.  To know how to match at least 5 2D shapes correctly.  KL-To know how to match at least 5 2D shapes correctly.  KL-To know how to match at least 5 2D shapes correctly.  JJ-To know how to match at least 5 2D shapes correctly.  JT-To know how to match at least 5 2D shapes correctly.  JT-To know how to match at least 5 2D shapes correctly.  JT-To know how to add numbers up to 10.  To know how to add numbers up to 10.  To know how to match at least 5 2D shapes correctly.	English  LM-To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW-To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL-To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. J. To be able to independently write her own name.	Pupils will learn how to make air fryer spring rolls. LM-To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients.  OW-To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL-To engage in participating to create a recipe. To engage with the "more" and "finish" symbols with minimal support from an adult.  JJ-To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and following instructions with minimal adult support. To choose her own ingredients.	Pupils will explore tactile and auditory feedback Pupils can respond to vibrations from instruments Pupils can identify changes in sound intensity Pupils can describe preferences for certain textures or volumes

Section and any of the control of th			,	,											
The content of the			LM, OW,		LM – To show				Travel	Life Skills- Personal	Community visit to the	Maths	English	Pupils will learn how	
The control of the									nublic	IM - To know how to	Tesco Express Queens				explore cause
March   Company   Compan									transport						
The control of the		support from an adult	transient	intensive	modelled consistently	2 stage 3 sessions of	swimming pool	from an adult	LM, OW, KL,	necessary, i.e.,	Aldi, Queens Drive	To know how to match	mark making using a	sitting at the table for	
March   Marc		OW- To participate in			.,		when	,			Home Bargains, Old	at least 5 2D shapes			Pupils can
March   Company   Compan															create sounds
The content of the					P = 1				0.8e. e peee						in response to
Part   Commonwealth															cues
The second process of the control of															Pupils can
March   Marc															identify what
The Processing of the Processi								prompted					and horizontal lines		
The control of the co			To develop				prompted by	KL- To accept	bus fare/ ticket		item to purchase from	KL- To know how to	for mark making	tolerate waiting to	
Service of the control of the contro															
To explore the second of the control															
Segregation of the control of the co	t ig														
Sequence of the control of the contr	° k 6	support from an addit													
Septiment of the properties of	,5 ≪ 2.2														
with a color of color of colors of c	22		experiment	JJ- To		To participate in 2 out of	prompted by		approaching						
Training colours, materials, mate											at a till/ counter (with			-,	Sourius
technical and constitution at market tills and the same of the sam								prompted	staff support.						
series of the se															
meterals, commentation and accordance of the properties of the participation of the participa															
Particular activity and particular properties of the particular properti				stage 3											
The final facility of the final facility o							prompted by								
Mark File Record No.   A continue that an independently where precented with 2 or more obtained.   Mark To participate in transport.   Mark To lower bottom to make a firefree that the support.   Mark To lower bottom to make a single a firefree that the support.   Mark To lower bottom to make a firefree that the support.   Mark To lower bottom to make a firefree that the support.   Mark To lower bottom to make a firefree that the support.   Mark To lower bottom to make a firefree that the support.   Mark To lower bottom to make a firefree that the support.   Mark To lower bottom to make a firefree											Young people to signal		JJ- To be able to		
Mail of Bullion Collage   Mail of Collage   Ma					familiar setting.	autism with adult				adult support.	for the bus to stop by		independently write	ingredients and	
Matter Comment of the						support.							her own name.		
when presented with 2 or more colored. So with a common process of the process process along pile in the process of the proces															
Description of the properties														support.	
Life for the control of the control					· ·										
IM- To tolerate hill personne price of the interaction of the price of the pri					2 of more endices:										
The planting level all planting few and schild yell of the plantin															
Painting interest and when yellowed by through apport from an anal, and through apport from an anal		IM- To tolerate his	INA OW		INA To chour										
Through through the part from an adult upport.  If participate in a received activity will attend the participate in a received and materials.  If the participate in a received activity will attend the participate in a received and materials.  If the participate in intensive and the participate in a received and materials.  If the participate in intensive and the participate in a received and materials.  If the participate in intensive and materials.  If the participate in intensive and the participate in states of the participate in a receivable interaction assists on the participate in states of the participate in s									Travel						Pupils will
music To participate in participate and interaction music with reaching authorized with a participate and interaction authorized with safety and and the participate and and materials.  In the tolerand activity with a facility and a selection and immediate with a selection and immediate and and materials.  In the tolerand and a selection and immediate and and materials.  In the tolerand and a selection and immediate and and materials.  In the selection and immediate and		peers joining alongside	KL, JJ-	Interaction	attention to symbols	stage 3 of attention	LM- To move	Integration	Travel Training-	Hygiene	local shops	LM - To know how to	LM- To know how to	to make air fryer	•
OW- To participate in traction music music sessions at through states of the batthrough of the batthro		peers joining alongside him (parallel play) in a	KL, JJ- Painting	Interaction LM – To	attention to symbols "more" and	stage 3 of attention autism consistently.	LM- To move towards the	Integration LM- To accept	Training- public	Hygiene LM – To know how to	local shops Tesco Express, Queens	LM - To know how to match numbers 1-5 with	LM- To know how to form vertical and	to make air fryer pitta pizzas.	explore
section of the communication and the communication paint to paint		peers joining alongside him (parallel play) in a favoured activity with	KL, JJ- Painting through	Interaction LM – To tolerate	attention to symbols "more" and "finished" being	stage 3 of attention autism consistently. To participate in 2 out of	LM- To move towards the stairs of the	Integration LM- To accept sensory input	Training- public transport	Hygiene LM – To know how to wash hands, when	local shops Tesco Express, Queens Drive	LM - To know how to match numbers 1-5 with adult support.	LM- To know how to form vertical and horizontal lines for	to make air fryer pitta pizzas. LM- To tolerate	explore contrasting
To participate in stage 2 medium of paint. To use proport of the consistent by while seated with a distribution by which interestic most study with seated with a distribution by which interestic most study with seated with a distribution by which interestic most study with seated with a distribution by which interestic most study with seated with a distribution by which interestic most study with seated with a distribution by which when the paint. To develop motor study with seated with a distribution by which when the paint to consistently with seated with a distribution when the paint. To develop motor study with seated with a distribution of the paint. To develop motor study with seated with a distribution of the paint. To develop motor studies and interestic many sensions at variety of colours, textures and materials.  **To participate in 1 adult when when the paint to sessions at variety of colours, textures and materials.**  **To participate in 1 adult when when we have been consistently with a sessions at a variety of colours, textures and materials.  **To participate in 1 adult when when we have been consistently with a dult support. To to develop the pay for a single part when we have been consistently with a dult support. To to whow to match a dult with a dult support. To to know how to match a taset 52 ob shapes correctly.  **RTo accept with adult support. To to make a recept with a dult support. To to make a recept with adult support. To be able to select items wash hands, when necessing, alreptive text the stars of the support. To to develop the pay but now when the pay for a single pay for a single pay for a single pay. The pay for a single pay. The pay for a single pay for a si		peers joining alongside him (parallel play) in a favoured activity with support from an adult	KL, JJ- Painting through music: To	Interaction LM – To tolerate intensive	attention to symbols "more" and "finished" being modelled consistently	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of	LM- To move towards the stairs of the swimming pool	Integration LM- To accept sensory input from an adult	Training- public transport LM, OW, KL,	Hygiene LM – To know how to wash hands, when necessary, i.e.,	local shops Tesco Express, Queens Drive Aldi, Queens Drive	LM - To know how to match numbers 1-5 with adult support. To know how to match	LM- To know how to form vertical and horizontal lines for mark making using a	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for	explore contrasting sounds and
Must be particularly white seath and the paint. To use particularly make a selection with a seath and the paint. To use paint to paint to paint. To use paint to pain		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in	KL, JJ- Painting through music: To respond to	Interaction LM – To tolerate intensive interaction	attention to symbols "more" and "finished" being modelled consistently by known	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.	LM- To move towards the stairs of the swimming pool when	Integration LM- To accept sensory input from an adult when verbally prompted	Training- public transport LM, OW, KL, JJ- To be able to	Hygiene LM – To know how to wash hands, when necessary, i.e., before eating, after	local shops Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly.	LM- To know how to form vertical and horizontal lines for mark making using a variety of different	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting	explore contrasting sounds and textures
The state of the part of the p		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration	KL, JJ- Painting through music: To respond to music through	Interaction LM – To tolerate intensive interaction sessions at stage 2	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/	LM- To move towards the stairs of the swimming pool when prompted by an adult.	Integration LM- To accept sensory input from an adult when verbally prompted OW – To	Training- public transport LM, OW, KL, JJ- To be able to signal a public	Hygiene LM – To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk,	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different	explore contrasting sounds and textures Pupils can
activative with adds support. To paint to sessions at stage 1 gaint to sessions at stage 2 per some point of the paint to sessions at stage 3 to feelings, when using interaction arrange of the paint to paint to paint to sessions at stage 1 feelings. When using a range of the paint to response to the least of the paint to response to the paint to the paint to paint to the paint to response and the paint to the paint to pain		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support	KL, JJ- Painting through music: To respond to music through the	Interaction LM - To tolerate intensive interaction sessions at stage 2 OW- To	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/ participate in stage 2 of	LM- To move towards the stairs of the swimming pool when prompted by an adult. OW – To move	Integration LM- To accept sensory input from an adult when verbally prompted OW - To accept sensory	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop	Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match numbers 1-5 with	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To	explore contrasting sounds and textures Pupils can identify
To tolerate her personance and stage 1 and materials.  To tolerate her personance and stage 1 and materials.  To tolerate her personance and stage 1 and materials.  To tolerate her personance and stage 1 and materials.  To tolerate her personance and stage 1 and materials.  To device her personance and stage 1 and materials.  To tolerate her personance and stage 1 and materials.  To tolerate her prompted by substanel/ tubes to seption and sult support. To device the bathroom, when hands are dirty) with adult support. To tolerate waiting using a warlety of different within a dult support. To tolerate waiting using a warlety of different with a dult support. To tolerate waiting using a self-sensory input from an adult when werbally stage 3 destination autism with a warrety of colorus, textures and materials.  To dealther to paint. To explore a single using a maximum of 2 items the bathroom, when hands are dirty) with a dult support. To be able to use and materials.  To dealther using a self-sensory input from an adult when werbally stars of the swimming pool when when werbally stage 3 destination autism with a dult support. To be able to scan items using a self-strain to a maximum of 2 items the bathroom, when hands are dirty) with a dult support. To be able to scan items using a self-strain to work to mate a recipe. To make the final product to materials.  To dealth to prompted by an adult.  To septome the bathroom, when we have have the stairs of the swimming pool when when were half and the support. To be able to scan items using a self-strain the bathroom, when hands are dirty) with a dult support. To be able to scan items using a self-strain the bathroom, when hands are dirty) with a dult support. To be able to scan items using a self-strain the bathroom, when were and materials.  To dealth to prompted by an adult.  To show how to add unterstance to maximum of 2 items with adult support. To be able to sac items with adult support. To be able to sac items with adult support. To be able to sac items with adult		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in	KL, JJ- Painting through music: To respond to music through the medium of	Interaction LM – To tolerate intensive interaction sessions at stage 2 OW- To tolerate	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/ participate in stage 2 of attention autism	LM- To move towards the stairs of the swimming pool when prompted by an adult. OW – To move towards the	Integration LM- To accept sensory input from an adult when verbally prompted OW - To accept sensory input from an	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff	Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match numbers 1-5 with adult support.	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in	explore contrasting sounds and textures Pupils can identify smooth vs.
This interest because a distillus support.  The participate in 2 dult support.  The participate in 2 dult support.  The participate in 2 dult support.  The participate in 1 out of participating 10 outsile with a dult support.  The participate in 1 out of a dult support.  The participate in		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration, activities with adult support KI- To participate in sensory exploration	KL, JJ- Painting through music: To respond to music through the medium of paint.	Interaction LM – To tolerate intensive interaction sessions at stage 2 OW- To tolerate intensive	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  OW — To show	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/ participate in stage 2 of attention autism consistently while seated	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW – To move towards the stairs of the	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support.	Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW-To know how to wash hands, when	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice).	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match numbers 1-5 with adult support. To know how to match	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW- To know how to	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds
register for large largy, in a found and activity with a feature from an adult support. To chose the form and activity of a ference of the following and activity of a familiar activity in a familiar activit		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult	KL, JJ- Painting through music: To respond to music through the medium of paint. To use	Interaction LM – To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  OW — To show attention to symbols	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/participate in stage 2 of attention autism consistently while seated with adult support. To	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW – To move towards the stairs of the swimming pool	Integration LM- To accept sensory input from an adult when verbally prompted OW - To accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to	Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e.,	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW- To know how to form vertical and	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients.	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can
The figurate plany with a distribution and subtraction partner during a range of section when using a range of section and experiment with a variety of colours, textures and materials.  The figurate plany with a distribution and subtraction partner during a range of section when well support. To skep to defer the sation of the state of the sation of the state of the sation of t		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW-To participate in sensory exploration activities with adult support KL-To participate in sensory exploration activities with adult support	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to	Interaction LM – To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  OW – To show attention to symbols "more" and	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 participate in 2 out of 3	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW —To move towards the stairs of the swimming pool when	Integration LM- To accept sensory input from an adult when verbally prompted OW - To accept sensory input from an adult when verbally prompted	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single	Lygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly.	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW- To know how to form vertical and horizontal lines for	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose
when using a range of tools to tools to paint. To explore and experiment with a variety of colours, textures and materials.  The status of the section of the section and materials.  The section of the participate in 2 tools of the participate in 2 tools of the paint and of materials.  The section of the participate in 2 tools of the participate in 3 tools of the p		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JJ - To tolerate her	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW— To tolerate intensive interaction sessions at stage 1	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW-To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of	LM-To move towards the stairs of the swimming pool when prompted by an adult.  OW — To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW - To accept sensory input from an adult when verbally prompted KL- To accept	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket	Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ-To be able to select items using a shopping list (instead of free choice), To know how to select a maximum of 2 tiems item to purchase from	LM To know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly.  OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly.  KL-To know how to Match at least 5 2D shapes correctly.	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW- To know how to form vertical and horizontal lines for mark making using a	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments
To explore and and experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  JJ — To consistently and independently make a selection when presented with 2 or more choices.  To explore and "finished" being modelled consistently and independently make a selection when presented with 2 or more choices.  To explore and "finished" being modelled consistently and independently make a selection when presented with 2 or more choices.  To explore the state story with adult support.  In the stop with staff support.  JJ To move towards the stail (J counter (with staff support.). To know how to add numbers up to 10.  To know how to add numbers u		peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support JJ - To tolerate her peers joining alongside	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL — To tolerate	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money	Lygione LM – To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ-To be able to select Items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of Items. To be able to scan	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW: To know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly, KL-To know how to match at deast 5 20 shapes correctly.	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW- To know how to form vertical and horizontal lines for mark making using a variety of different	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create
To explore and and experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  JJ — To consistently and independently make a selection when presented with 2 or more choices.  To explore and "finished" being modelled consistently and independently make a selection when presented with 2 or more choices.  To explore and "finished" being modelled consistently and independently make a selection when presented with 2 or more choices.  To explore the state story with adult support.  In the stop with staff support.  JJ To move towards the stail (J counter (with staff support.). To know how to add numbers up to 10.  To know how to add numbers u	ot	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW- To tolerate interaction sessions at stage 1 KL — To tolerate interaction	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support KL- To participate in KL- To participate in Machine Stage 2 sessions of attention autism with adult support	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support.	Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self-	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5-2D shapes correctly. OW- To know how to match mumbers 1-5 with adult support. To know how to match at least 5-2D shapes correctly. KL- To know how to match at upport. To know how to match adult support. To know how to match adult support. To know how to match humbers 1-5 with adult support.	LM. To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk,	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast
To explore and and experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and and intensive experiment with a variety of colours, textures and materials.  To explore and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  JJ — To consistently and independently make a selection when presented with 2 or more choices.  To explore and "finished" being modelled consistently and independently make a selection when presented with 2 or more choices.  To explore and "finished" being modelled consistently and independently make a selection when presented with 2 or more choices.  To explore the state story with adult support.  In the stop with staff support.  JJ To move towards the stail (J counter (with staff support.). To know how to add numbers up to 10.  To know how to add numbers u	3 Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW- To tolerate interaction sessions at stage 1 KL — To tolerate intensive interaction	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support kL- To participate in stage 3 of attention attism with adult support	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW – To move towards the stairs of the swimming pool when prompted by an adult. KL – To move towards the stairs of the	Integration LM- To accept sensory input from an adult when verbally prompted OW – To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted	Training public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to To be able to To be able to	Lygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL-To know how to wash hands, when	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL- To know how to match at least 5 2D shapes correctly. To know how to match anumbers 1-5 with adult support. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can
To explore and and experiment with a urairety of colours, textures and materials.  To explore and and experiment with a urairety of colours, textures and materials.  To explore and and experiment with a urairety of colours, textures and materials.  To explore and and experiment with a urairety of colours, textures and materials.  To explore and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. JJ — To consistently and independently make a selection when presented with 2 or more choices.  To explore and "finished" being modelled consistently by known consistently and independently make a selection when presented with 2 or more choices.  To explore the state story with adult support.  In the stop with staff support.  JJ — To convel to wash hands, when necessary, Le, before eating, after the bathroom, when presented with 2 or more choices.  To explore the state stall/counter (with staff support.)  To know how to add numbers up to 10.  To be able to pack tiems purchased into a stall/counter (with staff support).  To know how to add numbers up to 10.  To be able to pack tiems purchased into a stall/counter (with staff support).  To be able to pack tiems purchased into a shopping bag (with staff support).  Young people to signal for the bus to stop by putting their arm out and pressing the button with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff support.  Young people to pay bus fare with staff sup	eek 3 19° Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL — To tolerate intensive interaction sessions at stage 1 stage 3 stage 4 stage 3 stage 3 stage 4 stage 3 stage 3 stage 4 stage 3 stage 4 stage 3 stage 4 stage 3 stage 4 sta	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar of symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW-To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support KL-To participate in stage 3 of attention autism consistently with	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JU- To accept	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus faref ticket using money with staff support. To be able to press the	Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e.,	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ-To be able to select items using a shopping list (instead of free choice), To know how to select a maximum of 2 tlems item to purchase from a range of items. To be able to scan items using a self- service till (with staff support).	LM To know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. Kl To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match at least 5 2D shapes correctly.	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate
and experiment with a variety of colours, textures and materials.  Intensive interaction autism with a dult support with a wariety of colours, textures and materials.  Intensive interaction autism with a dult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support wards the staff support.  Intensive interaction autism with adult support.  Intensive intensive in the dult support.  Intensive intensive in the support in the support	Week 3 <sup>D</sup> . 19 <sup>®</sup> Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to	Interaction LM — To tolerate intensive intensive intensive interaction sessions at stage 2 OW- To tolerate intensive interaction sessions at stage 1 KL — To tolerate intensive interaction sessions at stage 1	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support with adult support. To participate in stage 3 of attention autism with adult support with adult support. To the stage 3 of attention autism with adult support.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW – To move towards the stairs of the swimming pool when prompted by an adult. KL – To move towards the stairs of the swimming pool when prompted by an adult. KL – To move towards the stairs of the swimming pool when	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when	Lygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after before eating, after	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match adult support. To know how to match at least 5 2D shapes correctly. KL- To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ- To know how to match at least 5 2D shapes correctly.	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  KL- To know how to	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW. To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate
experiment with a wariety of colours, textures and materials.  In a sessions at stage 3  In a sea selection wash hands, when necessary, le., before eating, after the bathroom, when the stairs of the stairs of the stage at least 5.2 Dishapes correctly.  In a selection wash hands, when necessary, le., before eating, after the bathroom, when the stairs of the stage at least 5.2 Dishapes correctly.  In a selection wash hands, when necessary, le., before eating, after the bathroom, when the stage at least 5.2 Dishapes correctly.  In a selection wash hands, when necessary, le., before eating, after the bathroom, when the stairs of the star stage 3.  In a seas in a seast 5.2 Dishapes correctly.  In a seas in a seast 5.2 Dishapes correctly.  In a seast 5.2 Dishapes correctl	Week 3 15 <sup>th</sup> - 19 <sup>th</sup> Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, Ju- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint.	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL — To tolerate intensive interaction sessions at stage 1 JL — To Jolerate intensive interaction sessions at stage 1 JJ — To	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar setting. OW – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL – To show	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW-To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support KL-To participate in stage 3 of attention autism with adult support TKL-To participate in stage 3 of attention autism consistently with adult support. To participate in 5 of a stage 5 of attention autism consistently with adult support.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW —To move towards the stairs of the swimming pool when prompted by an adult. KL —To move towards the stairs of the swimming pool when prompted by an appropriate that is the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW - To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted J - To accept sensory input from an adult when verbally prompted J - To accept sensory input from an adult when an adult when an adult from an adult	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching	Lygione LM – To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, dirty	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly, KL To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly, JJ To know how to match at least 5 2D shapes correctly. JJ To know how to match mumbers 1-10 know how to match numbers 1-10 know how to match numbe	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW. To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL—To know how to form vertical and	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop
with a variety of colours, textures and materials.  If the promote of materials are selection when presented with 2 or more choices.  If the promote of materials are selection when presented with 2 or more choices.  If the promote of the swimming pool when presented with 2 or more choices.  If the promote of the swimming pool when presented with 2 or more choices.  If the promote of the swimming pool when presented with 2 or more choices.  If the promote of the swimming pool when presented with 2 or more choices.  If the promote of the swimming pool when presented with 2 or more choices.  If the promote of the swimming pool with minimal support. Staffs upport.  Wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.  Young people to signal for the buston stop by putting their arm out and pressing the button with staff support.  Young people to pay bus fare with staff support.  Y	Week 3 15th 19th Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW- To tolerate intensive interaction sessions at stage 1 KL — To tolerate intensive interaction sessions at stage 1 JJ — To tolerate intensive interaction sessions at stage 1 JJ — To tolerate	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL — To show attention to symbols attention to symbols	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support the 1. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism consistently with adult support. To participate in 2 out of 3 stage 3 sessions of	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult.	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Hygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5-2D shapes correctly. OW- To know how to match at least 5-2D shapes correctly. KL- To know how to match at least 5-2D shapes correctly. KL- To know how to match adult support. To know how to match adult support. To know how to match at least 5-2D shapes correctly. JJ- To know how to match at least 5-2D shapes correctly with adult support.	LM. To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  KL-To know how to form vertical and horizontal lines for	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
variety of colours, textures and materials.    Variety of colours, textures and materials.   Image: partner during a familiar setting.   IJ – To consistently and independently make a selection when presented with 2 or more choices.   Image: partner during a familiar setting.   IJ – To consistently and independently make a selection when presented with 2 or more choices.   IJ – To consistent with a dust support.   Image: partner during a familiar setting.   IJ – To consistent with adult support.   Image: partner during a familiar setting.   IJ – To consistent with adult support.   Image: partner during a familiar setting.   IJ – To consistent with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with adult support.   Image: partner during a familiar setting.   IJ – To desired to independently with and pressing the button with staff support.   Image: partner during a familiar setting.   IJ – To desired to independently with and pressing the button with staff support.   Image: partner during a familiar setting.   IJ – To desired to independently with and the partner during a familiar setting.   IJ – To desired to independently with and the partner during a familiar setting.   IJ – To desired to independently with and the partner during a familiar setting.   IJ – To desired to independently	Week 3 15 <sup>th</sup> - 19 <sup>th</sup> Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, Ju- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and	Interaction LM = To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL = To tolerate intensive interaction sessions at stage 1 JJ = To tolerate interaction sessions at stage 1 JJ = To tolerate interaction	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar setting.  OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar setting.  KL—To show attention to symbols "more" and single setting.	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support KL-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism consistently with adult support.  To participate in 2 out of 3 stage 3 sessions of attention autism with adult support.	LM- To move towards the stairs of the swimming pool when prompted by an adult. OW – To move towards the stairs of the swimming pool when prompted by an adult. KL – To move towards the stairs of the swimming pool when prompted by an adult. Ju- To move towards the stairs of the swimming pool when prompted by an adult. Ju- To move	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.	Iocal Stops Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support).	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly, KL-To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ- To know how to match at least 5 2D shapes correctly. JJ- To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to adult support. To know how to adult support.	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW-To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  KL—To know how to form vertical and horizontal lines for mark making using a form with the crayons, paint brushes, pencils.	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in toparticipate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
colours, textures and partner during a familiar activity in a familiar activity in a familiar activity in a familiar exting.  JJ — To consistently, and independently make a selection when presented with 2 or more choices.  Wence the before eating, after the bathroom, when the hands are dirty) with adult support.  Wence the before eating, after the bathroom, when the bathr	Week 3 15 <sup>th</sup> : 19 <sup>th</sup> Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music on the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL — To tolerate intensive interaction sessions at stage 1 JD—To tolerate intensive interaction sessions at stage 1 JD—To tolerate intensive interaction	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar activity in a familiar being OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar during a familiar activity in a familia	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support KL- To participate in 1 stage 3 of attention autism with adult support.  To participate in 2 out of 3 stage 3 sessions of attention autism with adult support.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JI-To move towards the stairs of the swimming pool when prompted by an adult. JI-To move towards the	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JI- To know how to wash hands are dirty) with adult support. JI- To know how to wow how to wash hands are dirty) with adult support.	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 tiems item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack	LM To know how to match numbers 1-5 with adult support.  To know how to match at least 5 20 shapes correctly.  OW. To know how to match at least 5 20 shapes correctly.  KL-To know how to match at least 5 2D shapes correctly.  KL-To know how to match at least 5 2D shapes correctly.  JO Know how to match adult support.  To know how to match at least 5 2D shapes correctly.  JJ-To know how to match at least 5 2D shapes correctly.  JJ-To know how to match at least 5 2D shapes correctly.  JJ-To know how to match adult support.  To know how to add numbers up to 10.	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the 'more' and 'finish'	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
familiar activity in a familiar activity in a familiar setting.  IJ — To consistently and independently make a selection when presented with 2 or more choices.  I or more choices.  I an adult.  I an adult.  I an adult.  I hands are dirty) with adult support.  I or more choices.  I hands are dirty) with adult support.  I or more choices.  I hands are dirty) with adult support.  I or more choices.  I hands are dirty) with adult support.  I or more choices.  I hands are dirty) with adult support.  I or more choices.  I or ope ople to signal for the bus to stop by putting their arm out and pressing the button with staff support.  I or more choices.  I or more ch	Week 3 15"-19" Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.  OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar setting.  KL — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar setting.  KL — To show attention to symbols "more" and "finished" being modelled consistently	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support attention autism with adult support. To participate in stage 3 of attention autism consistently with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygiene LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when hands are dirty) with adult support. JJ- To know how to wash hands, when	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a	LM - To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. OW- To know how to match at least 5 2D shapes correctly. KL- To know how to match at least 5 2D shapes correctly. KL- To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. JJ - To know how to match at least 5 2D shapes correctly. JJ - To know how to match numbers 1-10 with adult support. To know how to add numbers up to 10. To know how to add numbers up to 10.	LM. To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  KL- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements with the control of	to make air fryer pitta pizzas.  LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW. To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
materials.  familiar setting.  JI—To consistently and independently make a selection when presented with 2 or more choices.  autism with adult support.  adult support.  for the bus to stop by putting their arm out and pressing the button with staff support.  Young people to pay bus fare with a support.  Young people to pay bus fare with a support.  Support.  Support.  adult support.  For the bus to stop by putting their arm out and pressing the button with staff support.  Young people to pay bus fare with staff support.	Week 3 15".19" Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours,	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW – To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL – To show attention to symbols "more" and "finished" being modelled consistently by known communication to symbols "more" and "finished" being modelled consistently by known communication	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support. OW- To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support attention autism with adult support. To participate in stage 3 of attention autism consistently with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. Jb - To participate in 2 out of 3 stage 3 sessions of attention autism with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in stage 3 of attention autism consistently with adult support JJ - To participate in sta	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ- To move towards the stairs of the swimming pool when prompted by an adult. JJ- To move towards the stairs of the swimming pool when prompted by an adult.	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after before eating, after	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the "more" and "finish" symbols with minimal support from an adult.	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
JJ — To consistently and independently make a selection when presented with 2 or more choices.  JJ — To consistently and independently make a selection when presented with 2 or more choices.  Dutting their arm out and pressing the button with staff support.  Young people to pay bus fare with staff support.  Support.  Support.  Dutting their arm out and pressing the button ingredients and following instructions bus fare with staff support.  Support.  Support.  Define a more and pressing the button ingredients and following instructions bus fare with staff support.  Support.  Support.  Define a more and pressing the button ingredients and pressing the button ingredients and following instructions bus fare with staff support.  Support.  Support.  Support.  Define a more and pressing the button ingredients and pressing the button ingredients and following instructions but the first pressing the button ingredients and following instructions but the first pressing the button ingredients and following instructions but the first pressing the button ingredients and following instructions but the first pressing the button ingredients and pressing the button in	Week 3 15th 19th Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, Ju- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar activity in a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar setting. KL — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support kL-To participate in stage 3 of attention autism with adult support adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in stage 3 of attention autism with adult supports of a stage 3 sessions of attention autism with adult supports of a stage 3 of attention autism with adult supports of a stage 3 of attention autism with adult supports of a stage 3 of attention autism in the consistently. To participate in 1 out of	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands, when necessary, i.e., before eating, after the bathroom, when	Tesco Express, Queens Drive Aldi, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ-To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self-service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support).	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  KL-TO know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in toparticipate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult. JJ- To tolerate having	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
and independently make a selection when presented with 2 or more choices.  and pressing the button with staff support. in prepring the ingredients and following instructions bus fare with staff support.  2 or more choices.  and pressing the button ingredients and following instructions following instructions bus fare with staff support.	Week 3 15"-19" Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music or respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures and	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar activity in a familiar being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL —To show attention to symbols "more" and "finished" being modelled consistently by known attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW-To observe/participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support KL-To participate in 2 out of 3 stage 3 of attention autism outsing with adult support. To participate in 2 out of 3 stage 3 of attention autism with adult support.  To participate in 2 out of 3 stage 3 sessions of attention autism with adult support JJ-To participate in 3 of attention autism consistently.  To participate in 1 out of 3 sessions of attention of 3 sessions of 3 sess	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adults support.	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice), To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to signal	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL- To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. JJ- To be able to	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the "more" and finish' symbols with minimal support from an adult. JJ- To tolerate having ingredients in front of	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
make a selection when presented with when presented with 2 or more choices.  with staff support. Young people to pay following instructions bus fare with staff support. Young people to pay support. Support. Support. Support. Support. To choose	Week 3 15"-19" Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music or respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures and	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting.	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support RL-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 1 out of 3 sessions of attention autism with adult autism with adult autism with adult autism with adult.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adults support.	Tesco Express, Queens Tresco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to signal for the bus to stop by	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements used to independent used to	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW. To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult. JJ- To tolerate having ingredients in front of her. To engage in	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
when presented with 2 or more choices. Young people to pay bus fare with staff support. Support. Support. Support. To choose	Week 3 15°° 19°° Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music or respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures and	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar setting. It — To consistently in a familiar setting familiar setting Ju — To consistently	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support RL-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 1 out of 3 sessions of attention autism with adult autism with adult autism with adult autism with adult.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adults support.	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to signal for the bus to stop by putting their arm out	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements used to independent used to	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult.  JJ- To tolerate having ingredients in front of her. To engage in participating in	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
2 or more choices. bus fare with staff support. Support. To choose	Week 3 15"- 19" Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music or respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures and	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. KL — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. JI — To consistently and independently	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support RL-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 1 out of 3 sessions of attention autism with adult autism with adult autism with adult autism with adult.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adults support.	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ-To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to signal for the bus to stop by putting their arm out and pressing the button	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements used to independent used to	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the "more" and "finish" symbols with minimal support from an adult. JJ- To tolerate having ingredients in front of her. To engage in participating in prepping the	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
support. Support.	Week 3 15". 19" Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music or respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures and	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar activity in a familiar activity in a familiar setting.  OW — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar setting. KL — To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity in a familiar activity and independently make a selection	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support RL-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 1 out of 3 sessions of attention autism with adult autism with adult autism with adult autism with adult.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adults support.	Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ-To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to signal for the bus to stop by putting their arm out and pressing the button with staff support.	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements used to independent used to	to make air fryer pitta pizzas. LM-To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in toparticipate in prepping at least 2 ingredients. OW-To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL-To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult.  JJ-To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
her own ingredients.	Week 3 15°° 19°° cept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music or respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures and	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support RL-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 1 out of 3 sessions of attention autism with adult autism with adult autism with adult autism with adult.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adults support.	Tesco Express, Queens Drive Aldl, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 tiems item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support).  Young people to signal for the bus to stop by putting their arm out and pressing the button with staff support.	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements usindependently write in implements usindependent usindependent using	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the 'more' and finish' symbols with minimal support from an adult. JJ- To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and following instructions	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
	Week 3 15 <sup>th</sup> : 19 <sup>th</sup> Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music or respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures and	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support RL-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 1 out of 3 sessions of attention autism with adult autism with adult autism with adult autism with adult.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adults support.	Incal stops Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to signal for the bus to stop by putting their arm out and pressing the button with staff support. Young people to pay bus fare with staff	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements usindependently write in implements usindependent usindependent using	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult.  JJ- To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and following instructions with minimal adult support. To choose	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with
	Week 3 15th 15ph Sept	peers joining alongside him (parallel play) in a favoured activity with support from an adult OW- To participate in sensory exploration activities with adult support KL- To participate in sensory exploration activities with adult support! JI - To tolerate her peers joining alongside her (parallel play) in a favoured activity with	KL, JJ- Painting through music: To respond to music through the medium of paint. To use paint to express feelings. To develop motor skills when using a range of tools to paint. To explore and experiment with a variety of colours, textures and	Interaction LM — To tolerate intensive interaction sessions at stage 2 OW-To tolerate intensive interaction sessions at stage 1 KL—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 JJ—To tolerate intensive interaction sessions at stage 1 SESSION SES	attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a finished" being modelled consistently by known communication partner during a familiar activity in a familiar activity	stage 3 of attention autism consistently. To participate in 2 out of 2 stage 3 sessions of attention autism with adult support.  OW- To observe/ participate in stage 2 of attention autism consistently while seated with adult support. To participate in 2 out of 3 stage 2 sessions of attention autism with adult support RL-To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 2 out of 3 stage 3 sessions of attention autism with adult support. To participate in 2 out of 3 stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in stage 3 of attention autism with adult support. To participate in 1 out of 3 sessions of attention autism with adult autism with adult autism with adult autism with adult.	LM-To move towards the stairs of the swimming pool when prompted by an adult. OW — To move towards the stairs of the swimming pool when prompted by an adult. KL — To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by an adult. JJ-To move towards the stairs of the swimming pool when prompted by	Integration LM- To accept sensory input from an adult when verbally prompted OW — To accept sensory input from an adult when verbally prompted KL- To accept sensory input from an adult when verbally prompted JJ - To accept sensory input from an adult when verbally prompted when verbally prompted to accept sensory input from an adult when verbally	Training- public transport LM, OW, KL, JJ- To be able to signal a public bus to stop with staff support. To be able to pay for a single bus fare/ ticket using money with staff support. To be able to press the button when approaching the stop with	Lygione LM — To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. OW- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. KL- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. JJ- To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adults support.	Incal stops Tesco Express, Queens Drive Aldi, Queens Drive Home Bargains, Old Swan LM, OW, KL, JJ- To be able to select items using a shopping list (instead of free choice). To know how to select a maximum of 2 items item to purchase from a range of items. To be able to scan items using a self- service till (with staff support). To be able to use money to pay for items at a till/ counter (with staff support). To be able to pack items purchased into a shopping bag (with staff support). Young people to signal for the bus to stop by putting their arm out and pressing the button with staff support. Young people to pay bus fare with staff	LMTo know how to match numbers 1-5 with adult support. To know how to match at least 5 20 shapes correctly. OW. To know how to match numbers 1-5 with adult support. To know how to match at least 5 2D shapes correctly. KL. To know how to match adult support. To know how to match adult support. To know how to match at least 5 2D shapes correctly. JJ. To know how to match at least 5 2D shapes correctly. To know how to match adult support. To know how to match adult support. To know how to add numbers up to 10. To know how to add numbers up to 10. To know how to match at least 5 2D shapes	LM—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. OW—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. KL—To know how to form vertical and horizontal lines for mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements such as chalk, crayons, paint brushes, pencils. Ji—To be able to independently write in implements usindependently write in implements usindependent usindependent using	to make air fryer pitta pizzas. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. OW- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product KL- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult.  JJ- To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and following instructions with minimal adult support. To choose	explore contrasting sounds and textures Pupils can identify smooth vs. rough sounds Pupils can choose instruments to create contrast Pupils can demonstrate start/stop cues with

AAC - Modelling without expectation\*

<sup>\*</sup>Modelling without expectation is a low-pressure way to model AAC use in a natural environment. At this stage, we are not expecting the pupil to use the communication system

<sup>\*\*</sup> Objectives are not progressive as we are providing aided language stimulation. Pupils learning to use an AAC need a significant amount of this input before we can expect them to produce similar messages