

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

Week 8 20 th -24 th 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- 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 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. 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 consistently with adult support. 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. 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	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 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 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 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 toasties. 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 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 th -17 th 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- 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 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. 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 consistently with adult support. 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. 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	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 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 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 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 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. 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 th -10 th 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- 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 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. 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 consistently 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	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 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 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 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 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 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 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
Week 5 29 th -3 rd 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 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 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. 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 2 out of 3 stage 2 sessions of attention autism with adult support. KL – To participate in stage 3 of attention autism consistently 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	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 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 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 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 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 spring rolls. LM- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To 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

Week 4 27 th -26 th Sept	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- College and transient art: To make child-led collages using a range of mixed media. 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 1 KL – 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. 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 2 out of 3 stage 2 sessions of attention autism with adult support. KL- To participate in stage 3 of attention autism consistently with adult support. JJ- To participate in stage 3 of attention autism consistently. To participate in 1 out of 3 sessions of attention autism with adult support.	Swimming 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. JJ- To move towards the stairs of the swimming pool when prompted by an adult.	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	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 local shops <i>Tesco Express, Queens Drive</i> <i>Aldi, Queens Drive</i> <i>Home Bargains, Old Swan</i> 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 support.	Maths 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 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 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 chips. LM- To tolerate sitting at the table for 10 minutes. To participate in taking part in prepping the potatoes. 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.		Pupils will explore cause and effect with sound Pupils can create sounds in response to cues Pupils can identify what causes a change in sound Pupils can describe their response to different sounds
Week 3 15 th -19 th Sept	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- 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 materials.	Intensive 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 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. 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 2 out of 3 stage 2 sessions of attention autism with adult support. KL- To participate in stage 3 of attention autism consistently with adult support. JJ- To participate in stage 3 of attention autism consistently. To participate in 1 out of 3 sessions of attention autism with adult support.	Swimming 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. JJ- To move towards the stairs of the swimming pool when prompted by an adult.	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	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 local shops <i>Tesco Express, Queens Drive</i> <i>Aldi, Queens Drive</i> <i>Home Bargains, Old Swan</i> 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 support.	Maths 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 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 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 pizza 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 ingredients and following instructions with minimal adult support. To choose her own ingredients.		Pupils will 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

Week 2 8 th - 12 th Sept	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- Outdoor Painting: To use mud paint to create artwork. To develop motor skills when using a range of tools to paint. 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 1 KL – 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. 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 1 out of 3 stage 2 sessions of attention autism with adult support. KL- To participate in stage 3 of attention autism consistently with adult support. JJ- To participate in 2 out of 3 stage 3 sessions of attention autism with adult support.	Swimming 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 get into the pool straight away from getting changed. JJ- To move towards the stairs of the swimming pool when prompted by an adult.	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	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 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 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 1-5 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 numbers 1-5 with adult support. 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 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 garlic bread. 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 sound and silence with sensory instruments Pupils can respond to visual or tactile cues for sound Pupils can produce loud/soft sounds using instruments Pupils can express how sound changes affect their experience
Week 1 1 st -5 th Sept	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- Finger painting: To explore paint through finger painting. To explore texture and colours as they paint.	Intensive 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 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.	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 1 out of 3 stage 2 sessions of attention autism with adult support. KL- To participate in stage 3 of attention autism consistently with adult support. JJ- To participate in 2 out of 3 stage 3 sessions of attention autism with adult support.	Swimming 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 get into the pool straight away from getting changed. JJ- To move towards the stairs of the swimming pool when prompted by an adult.	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	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 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 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 1-5 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 numbers 1-5 with adult support. 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 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 a fruit salad. 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 sound and silence through sensory experiences Pupils are able to identify loud and soft sounds Pupils can respond to hand signals for start and stop Pupils can feel vibrations from instruments and describe sensations
	Sensory Play	Art	Communication	Attention Autism	My Physical Wellbeing	Independence	Educational Trips	Core Skills Development	Sensory Food	PE	Music			
	Employability	Safeguarding	SMSC	Educational Visits	Sex and relationships	Religion	Online safety							

AAC – Modelling without expectation*

*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

** 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