

## S3 Medium Term Informal Curriculum Plan Spring 1 25-26

Week 6 9 <sup>th</sup> - 13 <sup>th</sup> Feb	<p><b>LM</b>- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult  <b>OW</b>- To participate in sensory exploration activities with adult support  <b>KL</b>- To participate in sensory exploration activities with adult support  <b>JJ</b>- To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult</p> <p><b>LM, OW, KL, JJ</b>- Rainbow tissue paper collage To experiment with colours and shapes. To develop motor skills when using a range of art tools. To explore and experiment with a variety of colours, textures and materials.</p>	<p><b>Intensive Interaction</b>  <b>LM</b> – To tolerate intensive interaction sessions at stage 4  <b>OW</b> - To tolerate intensive interaction sessions at stage 3  <b>KL</b> – To tolerate intensive interaction sessions at stage 2  <b>JJ</b> - To tolerate intensive interaction sessions at stage 4</p>	<p><b>LM</b> – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar setting.  <b>OW</b> – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar setting.  <b>KL</b> – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar setting.  <b>JJ</b> – To consistently and independently make a selection when presented with 2 or more choices. To ask for what she wants in a sentence using manners with prompts from an adult.</p>	<p><b>LM</b> - 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.  <b>OW</b> - To observe/ participate in stage 2 of attention autism consistently while seated with adult support.  <b>KL</b> - To participate in stage 3 of attention autism consistently with adult support.  <b>JJ</b> - To participate in stage 3 of attention autism consistently.</p>	<p><b>Swimming</b>  <b>LM</b> - To initiate play with an adult.  <b>OW</b> – To consistently have independent play when in the swimming pool. To consistently move towards the stairs of the swimming pool when prompted by an adult.  <b>KL</b> - To consistently get into the pool using the hoist when the session begins.  <b>JJ</b> - To consistently get into the pool for 2 out of 3 sessions. To have independent play when in the swimming pool.</p>	<p><b>Sensory Integration</b>  <b>LM</b> - To accept sensory input from an adult when verbally prompted  <b>OW</b> – To accept sensory input from an adult when verbally prompted  <b>KL</b> - To accept sensory input from an adult when verbally prompted  <b>JJ</b> - To accept sensory input from an adult when verbally prompted</p>	<p><b>Travel Training</b>  <b>LM</b> - To be able to walk safely in the community with adult support.  <b>OW</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.  <b>KL</b> - To be able to transition well in the community with staff support.  <b>JJ</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.</p>	<p><b>Life Skills- Personal Hygiene</b>  <b>LM</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.  <b>OW</b> - 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.  <b>KL</b> - To be able to scan items using a self-service till (with staff support).  <b>JJ</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.</p>	<p><b>Community visit to the local shops</b>  <b>LM, OW, KL, JJ</b>- Tesco Express, Queens Drive/ Old Swan, Kidi, Queens Drive, Home Bargains, Old Swan</p>	<p><b>Maths</b>  <b>LM</b> - To know how to match at least 2 2D shapes correctly. To know how to match at least 2 colours correctly.  <b>OW</b> - To know how to match at least 5 2D shapes correctly. To know how to match at least 5 colours correctly.  <b>KL</b> - To know how to match at least 2 2D shapes correctly.  <b>JJ</b> - 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.</p>	<p><b>English</b>  <b>LM</b> - To know how to mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  <b>OW</b> - 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.  <b>KL</b> - To know how to mark make using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  <b>JJ</b> - To be able to independently write her own name without the prompt of an adult.</p>	<p><b>Pupils will learn how to make air fryer egg rolls.</b>  <b>LM</b>- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients.  <b>OW</b>- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product.  <b>KL</b>- To engage in participating to create a recipe. To engage with the ‘more’ and ‘finish’ symbols with minimal support from an adult.  <b>JJ</b>- 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.</p>
	<p><b>LM</b>- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult  <b>OW</b>- To participate in sensory exploration activities with adult support  <b>KL</b>- To participate in sensory exploration activities with adult support  <b>JJ</b>- To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult</p> <p><b>LM, OW, KL, JJ</b>- Spring transient art collage 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</p>	<p><b>Intensive Interaction</b>  <b>LM</b> – To tolerate intensive interaction sessions at stage 4  <b>OW</b> - To tolerate intensive interaction sessions at stage 3  <b>KL</b> – To tolerate intensive interaction sessions at stage 2  <b>JJ</b> - To tolerate intensive interaction sessions at stage 4</p>	<p><b>LM</b> – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar setting.  <b>OW</b> – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar setting.  <b>KL</b> – To show attention to symbols “more” and “finished” being modelled consistently by known communication partner during a familiar setting.  <b>JJ</b> – To consistently and independently make a selection when presented with 2 or more choices. To ask for what she wants in a sentence using manners with prompts from an adult.</p>	<p><b>LM</b> - 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.  <b>OW</b> - To observe/ participate in stage 2 of attention autism consistently while seated with adult support.  <b>KL</b> - To participate in stage 3 of attention autism consistently with adult support.  <b>JJ</b> - To participate in stage 3 of attention autism consistently.</p>	<p><b>Swimming</b>  <b>LM</b> - To initiate play with an adult.  <b>OW</b> – To consistently have independent play when in the swimming pool. To consistently move towards the stairs of the swimming pool when prompted by an adult.  <b>KL</b> - To consistently get into the pool using the hoist when the session begins.  <b>JJ</b> - To consistently get into the pool for 2 out of 3 sessions. To have independent play when in the swimming pool..</p>	<p><b>Sensory Integration</b>  <b>LM</b> - To accept sensory input from an adult when verbally prompted  <b>OW</b> – To accept sensory input from an adult when verbally prompted  <b>KL</b> - To accept sensory input from an adult when verbally prompted  <b>JJ</b> - To accept sensory input from an adult when verbally prompted</p>	<p><b>Travel Training</b>  <b>LM</b> - To be able to walk safely in the community with adult support.  <b>OW</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.  <b>KL</b> - To be able to transition well in the community with staff support.  <b>JJ</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.</p>	<p><b>Life Skills- Personal Hygiene</b>  <b>LM</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.  <b>OW</b> - 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.  <b>KL</b> - To be able to scan items using a self-service till (with staff support).  <b>JJ</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support.</p>	<p><b>Community visit to the local shops</b>  <b>LM, OW, KL, JJ</b>- Tesco Express, Queens Drive/ Old Swan, Kidi, Queens Drive, Home Bargains, Old Swan</p>	<p><b>Maths</b>  <b>LM</b> - To know how to match at least 2 2D shapes correctly. To know how to match at least 2 colours correctly.  <b>OW</b> - To know how to match at least 5 2D shapes correctly. To know how to match at least 5 colours correctly.  <b>KL</b> - To know how to match at least 2 2D shapes correctly.  <b>JJ</b> - 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.</p>	<p><b>English</b>  <b>LM</b> - To know how to mark making using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  <b>OW</b> - 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.  <b>KL</b> - To know how to mark make using a variety of different writing implements such as chalk, crayons, paint brushes, pencils.  <b>JJ</b> - To be able to independently write her own name.</p>	<p><b>Pupils will learn how to make air fryer nachos.</b>  <b>LM</b>- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients.  <b>OW</b>- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product.  <b>KL</b>- To engage in participating to create a recipe. To engage with the ‘more’ and ‘finish’ symbols with minimal support from an adult.  <b>JJ</b>- 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.</p>

<p>Week 4 24<sup>th</sup> - 30<sup>th</sup> Jan</p>	<p><b>LM</b>- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult <b>OW</b>- To participate in sensory exploration activities with adult support <b>KL</b>- To participate in sensory exploration activities with adult support <b>JJ</b> - To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult</p>	<p><b>LM, OW, KL, JJ-</b> <b>Snowy day ice painting</b> To explore different temperatures in art. To develop motor skills when using a range of tools to paint.  -fill balloon with water, freeze overnight, remove balloon, paint them</p>	<p><b>Intensive Interaction</b> <b>LM</b> - To tolerate intensive interaction sessions at stage 4 <b>OW</b>- To tolerate intensive interaction sessions at stage 3 <b>KL</b>- To tolerate intensive interaction sessions at stage 2 <b>JJ</b> - To tolerate intensive interaction sessions at stage 4</p>	<p><b>LM</b> - To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. <b>OW</b> - To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. <b>KL</b> - To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. <b>JJ</b> - To consistently and independently make a selection when presented with 2 or more choices. To ask for what she wants in a sentence using manners with prompts from an adult.</p>	<p><b>LM</b> - 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. <b>OW</b>- 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. <b>KL</b> - 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. <b>JJ</b> - To participate in stage 3 of attention autism consistently. To participate in 1 out of 3 sessions of attention autism with adult support.</p>	<p><b>Swimming</b> <b>LM</b>- To initiate play with an adult. <b>OW</b> - To consistently have independent play when in the swimming pool. To consistently move towards the stairs of the swimming pool when prompted by an adult. <b>KL</b> - To consistently get into the pool using the hoist when the session begins. <b>JJ</b> - To consistently get into the pool for 2 out of 3 sessions. To have independent play when in the swimming pool.</p>	<p><b>Sensory Integration</b> <b>LM</b>- To accept sensory input from an adult when verbally prompted <b>OW</b> - To accept sensory input from an adult when verbally prompted <b>KL</b> - To accept sensory input from an adult when verbally prompted <b>JJ</b> - To accept sensory input from an adult when verbally prompted</p>	<p><b>Travel Training</b> <b>-Walking in the community</b> <b>LM, OW, KL, JJ-</b></p>	<p><b>Life Skills- Personal Hygiene</b> <b>LM</b> - To be able to walk safely in the community with adult support. <b>OW</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. <b>KL</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. <b>JJ</b> - To be able to transition well in the community with staff support. <b>OW</b> - To use his walker consistently when out in the community.</p>	<p><b>Community visit to the local shops</b> <b>Tesco Express, Queens Drive/ Old Swan, Aldi, Queens Drive, Home Bargains, Old Swan</b> <b>LM, OW, KL, JJ-</b></p>	<p><b>Maths</b> <b>LM</b> - To know how to match at least 2 2D shapes correctly. To know how to match at least 2 colours correctly. <b>OW</b>- To know how to match at least 2D shapes correctly. To know how to match at least 5 colours correctly. <b>KL</b>- 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.  <b>LM, OW, KL</b> - To be able to scan items using a self-service till (with staff support).  <b>JJ</b> - To be able to use money to pay for items at a till/ counter (with staff support).  <b>KL</b>- To be able to pack items purchased into a shopping bag (with staff support).</p>	<p><b>English</b> <b>LM</b> - To know how to mark make using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. <b>OW</b>- 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. <b>KL</b>- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult. <b>JJ</b> - To tolerate having ingredients in front of her. To engage in participating in prepping the ingredients and following instructions with minimal adult support.</p>	<p><b>Pupils will learn how to make roast potatoes.</b> <b>LM</b>- To tolerate sitting at the table for 10 minutes. To participate in taking part in prepping the potatoes. <b>OW</b>- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product. <b>KL</b>- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult.</p>	
<p>Week 3 19<sup>th</sup> – 23<sup>rd</sup> Jan</p>	<p><b>LM</b>- To tolerate his peers joining alongside him (parallel play) in a favoured activity with support from an adult <b>OW</b>- To participate in sensory exploration activities with adult support <b>KL</b>- To participate in sensory exploration activities with adult support <b>JJ</b> - To tolerate her peers joining alongside her (parallel play) in a favoured activity with support from an adult</p>	<p><b>LM, OW, KL, JJ-</b> <b>Melting snowman</b> To use hands to explore 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.</p>	<p><b>Intensive Interaction</b> <b>LM</b> - To tolerate intensive interaction sessions at stage 4 <b>OW</b>- To tolerate intensive interaction sessions at stage 3 <b>KL</b>- To tolerate intensive interaction sessions at stage 2 <b>JJ</b> - To tolerate intensive interaction sessions at stage 4</p>	<p><b>LM</b> - To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. <b>OW</b> - To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. <b>KL</b> - To show attention to symbols "more" and "finished" being modelled consistently by known communication partner during a familiar activity in a familiar setting. <b>JJ</b> - To consistently and independently make a selection when presented with 2 or more choices. To ask for what she wants in a sentence using manners with prompts from an adult.</p>	<p><b>LM</b> - 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. <b>OW</b>- 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. <b>KL</b> - 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. <b>JJ</b> - To participate in stage 3 of attention autism consistently. To participate in 1 out of 3 sessions of attention autism with adult support.</p>	<p><b>Swimming</b> <b>LM</b>- To initiate play with an adult. <b>OW</b> - To consistently have independent play when in the swimming pool. To consistently move towards the stairs of the swimming pool when prompted by an adult. <b>KL</b> - To consistently get into the pool using the hoist when the session begins. <b>JJ</b> - To consistently get into the pool for 2 out of 3 sessions. To have independent play when in the swimming pool.</p>	<p><b>Sensory Integration</b> <b>LM</b>- To accept sensory input from an adult when verbally prompted <b>OW</b> - To accept sensory input from an adult when verbally prompted <b>KL</b> - To accept sensory input from an adult when verbally prompted <b>JJ</b> - To accept sensory input from an adult when verbally prompted</p>	<p><b>Travel Training</b> <b>-Walking in the community</b> <b>LM, OW, KL, JJ-</b></p>	<p><b>Life Skills- Personal Hygiene</b> <b>LM</b> - To be able to walk safely in the community with adult support. <b>OW</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. <b>KL</b> - To know how to wash hands, when necessary, i.e., before eating, after the bathroom, when hands are dirty) with adult support. <b>JJ</b> - To be able to transition well in the community with staff support. <b>OW</b> - To use his walker consistently when out in the community.</p>	<p><b>Community visit to the local shops</b> <b>Tesco Express, Queens Drive/ Old Swan, Aldi, Queens Drive, Home Bargains, Old Swan</b> <b>LM, OW, KL, JJ-</b></p>	<p><b>Maths</b> <b>LM</b> - To know how to match at least 2 2D shapes correctly. To know how to match at least 2 colours correctly. <b>OW</b>- To know how to match at least 2D shapes correctly. To know how to match at least 5 colours correctly. <b>KL</b>- 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.  <b>LM, OW, KL</b> - To be able to scan items using a self-service till (with staff support).  <b>JJ</b> - To be able to use money to pay for items at a till/ counter (with staff support).  <b>KL</b>- To be able to pack items purchased into a shopping bag (with staff support).</p>	<p><b>English</b> <b>LM</b> - To know how to mark make using a variety of different writing implements such as chalk, crayons, paint brushes, pencils. <b>OW</b>- 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. <b>KL</b>- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult. <b>JJ</b> - To tolerate having ingredients in front of her and waiting to eat them. To engage in participating in prepping the ingredients and following instructions with minimal adult support.</p>	<p><b>Pupils will learn how to make air fryer pizza twists.</b> <b>LM</b>- To tolerate sitting at the table for 10 minutes. To participate in tasting the different ingredients. To participate in prepping at least 2 ingredients. <b>OW</b>- To participate in following instructions to make a recipe with adult support. To tolerate waiting to taste the final product <b>KL</b>- To engage in participating to create a recipe. To engage with the 'more' and 'finish' symbols with minimal support from an adult. <b>JJ</b>- To tolerate having ingredients in front of her and waiting to eat them. To engage in participating in prepping the ingredients and following instructions with minimal adult support.</p>	

Week 2 12 <sup>th</sup> -16 <sup>th</sup> Jan	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 tolerate 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- Winter tree paint  To use different objects to create leaves with paint. To develop motor skills when using a range of tools. To explore and experiment with a variety of colours.	Intensive Interaction LM - To tolerate intensive interaction sessions at stage 3 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 4	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. To ask for what she wants in a sentence using manners with prompts from an adult.	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. 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.  JJ - To consistently and independently make a selection when presented with 2 or more choices. To ask for what she wants in a sentence using manners with prompts from an adult.	Swimming LM- To initiate play with 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 -Walking in the community LM, OW, KL, JJ-  To be able to walk safely in the community with adult support.	Life Skills- Personal Hygiene -Walking in the community LM, OW, KL, JJ-  To be aware of personal space when in the community.	Community visit to the local shops Tesco Express, Queens Drive/Old Swan, 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.	Maths LM - To know how to match at least 2 2D shapes correctly. To know how to match at least 2 colours correctly.  OW- To know how to match at least 2D shapes correctly. To know how to match at least 5 colours correctly.  KL- To know how to match at least 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 mark make 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 mark make using a variety of different writing implements such as chalk, crayons, paint brushes, pencils with adult support.  JJ- To be able to independently write her own name with staff support.  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 and waiting to eat them. To engage in participating in prepping the ingredients and following instructions with minimal adult support.	Pupils will learn how to make air fryer cheese and ham toastie.  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 the 'more' and 'finish' symbols with minimal support from an adult.  JJ- To tolerate having ingredients in front of her and waiting to eat them. To engage in participating in prepping the ingredients and following instructions with minimal adult support.	
Week 1 5 <sup>th</sup> -9 <sup>th</sup> Jan	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 tolerate 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- Salt paint snowflakes  To use salt and water colours to create textured snowflakes To explore texture and colours as they use water colours.	Intensive Interaction LM - To tolerate intensive interaction sessions at stage 3 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 4	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. To ask for what she wants in a sentence using manners with prompts from an adult.	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. 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.  JJ - To consistently and independently make a selection when presented with 2 or more choices. To ask for what she wants in a sentence using manners with prompts from an adult.	Swimming LM- To initiate play with 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 -Walking in the community LM, OW, KL, JJ-  To be able to walk safely in the community with adult support.	Life Skills- Personal Hygiene -Walking in the community LM, OW, KL, JJ-  To be aware of personal space when in the community.	Community visit to the local shops Tesco Express, Queens Drive/Old Swan, 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.	Maths LM - To know how to match at least 2 2D shapes correctly. To know how to match at least 2 colours correctly.  OW- To know how to match at least 2D shapes correctly. To know how to match at least 5 colours correctly.  KL- To know how to match at least 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 mark make 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 mark make using a variety of different writing implements such as chalk, crayons, paint brushes, pencils with adult support.  JJ- To be able to independently write her own name with staff support.  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 and waiting to eat them. To engage in participating in prepping the ingredients and following instructions with minimal adult support.	Pupils will learn how to make cheesy air fryer garlic twists.  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 the 'more' and 'finish' symbols with minimal support from an adult.  JJ- To tolerate having ingredients in front of her and waiting to eat them. To engage in participating in prepping the ingredients and following instructions with minimal adult support.	
	Sensory Play	Art	Communication	Attention Autism	My Physical Wellbeing	Independence	Educational Trips	Core Skills Development	Sensory Food	PE	Music			

#### **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

#### **Intensive Interaction stages:**

**Stage 1: Encounter:** The individual allows another person to be near them in their personal space.

**Stage 2: Awareness:** The individual starts to show awareness of the other person's presence and actions.

**Stage 3: Attend and Respond:** The individual begins to pay attention to the other person and responds to their actions or sounds. This can include nonverbal cues like a smile or a brief glance.

**Stage 4: Engagement:** The individual becomes more actively engaged in the interaction, though the other person may still be leading.

**Stage 5: Participation:** The individual starts to participate more fully, and the two people can move and react in a more balanced way.

**Stage 6: Involvement:** The individual shows a deeper level of social involvement, and the interaction feels more connected.

**Stage 7: Initiation:** The individual takes the initiative and leads the interaction, starting actions or exchanges themselves.

#### **Sensory Integration Therapy:**

Therapy sessions are play-oriented and may include using equipment such as swings, trampolines, and slides. Sensory integration also uses therapies such as deep pressure, brushing, weighted vests, and swinging. These therapies appear to sometimes be able to calm an anxious child.