

Discover Pathway

This term pupils will have the opportunity to learn...

My Communication

Listening, Attention and Understanding

Attention Autism – Phases 1 and 2

Intensive Interaction

Listening to stories

Tacpac



Speaking – encouraging and developing talk

Makaton key signs: hello, good morning, more, finished, snack, lunch, happy, sad, toilet, later, waiting, stop, how are you today

Visual timetables with a now and next approach.
Communication books

Expressive: Requesting desired items: CVB's, PECS, Gestures, Vocalisations etc

Receptive: Learners following instructions containing 1 / 2 key words. Blanks level 1 "Naming questions."

Showing pleasure / displeasure when interacting with a range of sensory resources.

My Body: Physical Development

Swimming: Water Confidence / familiarisation, shared and joint interactions in swimming pool.

Fine Motor Skills

Activities that develop fine motor skills, link closely to the Creative Art lessons. Skills aiming to develop pre-writing skills and independence when manipulating resources with hands and using one-handed tools. Skills include:

- Painting,
- Printing,
- Using Utensils: cutting with knife, scooping with spoon, stabbing with fork,
- Picking up objects between thumb and fingers

My Thinking: Literacy

Reading:

Learners focusing on immersive sensory stories related to the Natural World.

Listening and interacting with familiar stories

Repeating rhymes and sounds

Phonics: Immersive experience of:

K, CK, E, U, R, H



Writing:

Pre-writing skills/shapes



Mark making – developing understanding that marks have meaning.

Knowing the marks they make have value.

Enjoys the sensory experience of mark making using a variety of resources and tools

Learners express interests in particular writing tools



My Thinking: Maths

Numbers:

Matching, Sorting and Sharing: Continuous provision approach that exposes learners to key vocabulary through multi-sensory approaches.

Sharing Levels:

- Individual
- Small Groups,
- Peer Sharing

Shape, Space and Measures

Shape: Learners will develop their understanding of **Shape** via the context of our Natural World theme.

- Exploration of basic 2D (Circle, Square, Rectangle, Triangle)
- Immersive shape experiences
- Sorting by criteria (Same and everyday objects)

Exploring Patterns: Learners introduced to the concept of patterns, experiencing through multi-sensory approaches that can involve resources such as shapes, colours, actions and sounds etc.

My Thinking: Science

Habitats:

Multi-sensory approaches that enable learners to connect with the different habitats...

- Aquatic,
- Forests (inc. Jungle),
- Deserts,
- Grasslands,
- Mountains



Sequence of Lessons

- Sensory Exploration of habitats,
- Recreating habitats,
- Identifying habitats linked to Habitats,
- Simple Scientific Experiments,

My Wellbeing: LfL

Links to Literacy Stories

The Snail and the Whale: Self-Awareness

- People who are special to us - Identify people who are special to us (**SA 4**):
- Getting on with others - Demonstrate positive ways we can let people know how we are feeling (**SA 5**)

Sharing a Shell: World I Live In

- Respond with curiosity about the differences between people (**WILI 1**)
- Respond to the different pets / animals and ways of caring for them (**WILI4**).

PSHE: Class Timetable

Managing Feelings

MF1: Identifying and expressing feelings

- Respond to different facial expressions representing different emotions,
- Identify that make us feel happy.

MF2: Managing Strong Feelings

- Identify ways of communicating needs to others.

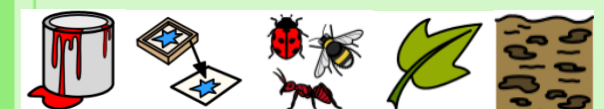
These concepts will be interwoven through learning activities and opportunistic learning, utilising learner preferences and motivations.

My Wellbeing: Creative Art

Nature Art

Learners will create artistic designs, based around the theme of the Natural world, using different artistic methods.

- Nature Painting,
- Nature Printing,
- Insect Art,
- Leaf Art,
- Sand / Mud Art



Breadth of study

My Body: Outdoor Learning

Learners to generalise key learning in the classroom outdoors...

Communication

Creative Arts: Using natural resources to Create designs

Science: Multi-sensory exploration of the outdoors related to habitats

Physical Development: Fine Motor Skills

Maths: Matching, Sorting, Sharing

PSHE: Managing Feelings

Staff to look for opportunities to embed key learning when learners are outside the classroom.

My Body: Cooking

Learners will explore the theme of **Natural World** through exploring foods linked to the key habitats. Emphasis on...

- Learner interactions and exploration the different foods,
- Processes over the final product,
- Independence when creating different foods
- Expression of pleasure / displeasure
- Messy Munch
- Fine Motor Skills: Cutting / Chopping

Example Foods:

- **Aquatic:** Different fish
- **Forest /Jungles:** Fruits: Berries, avocado
- **Desert:** Plants and Squash, Dates, Raisins
- **Grasslands:** Cereals, Green Fruits and Vegetables,
- **Mountains:** root veg, Frozen Foods, Ice

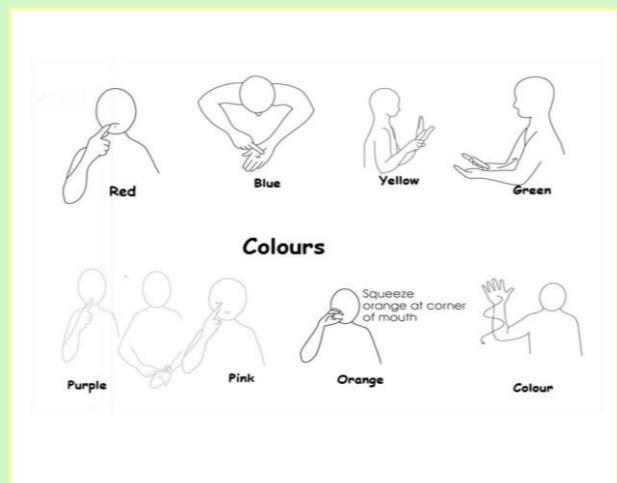
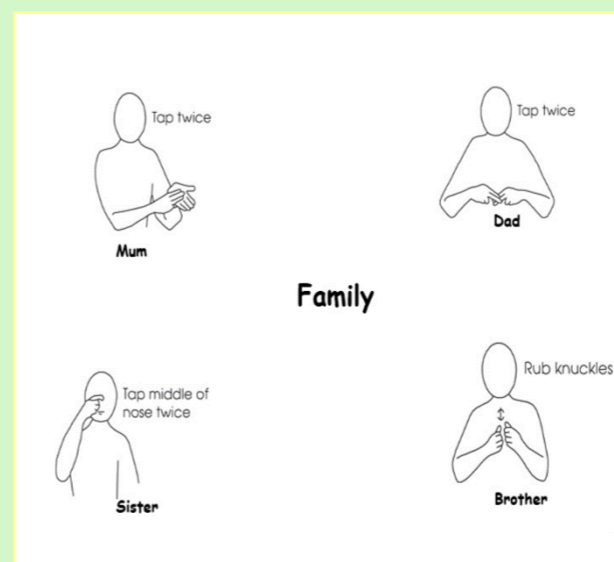
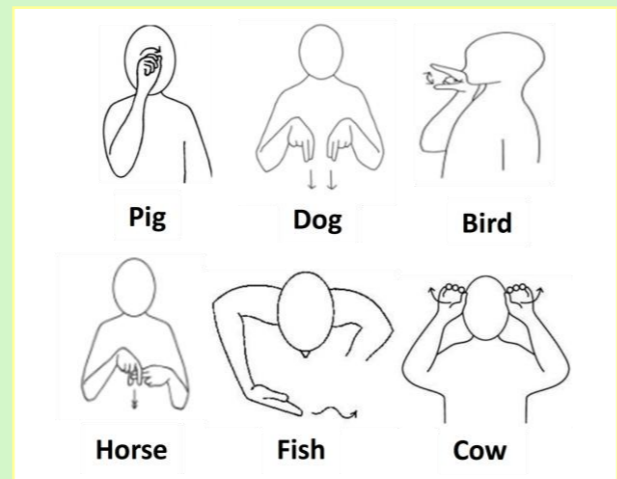
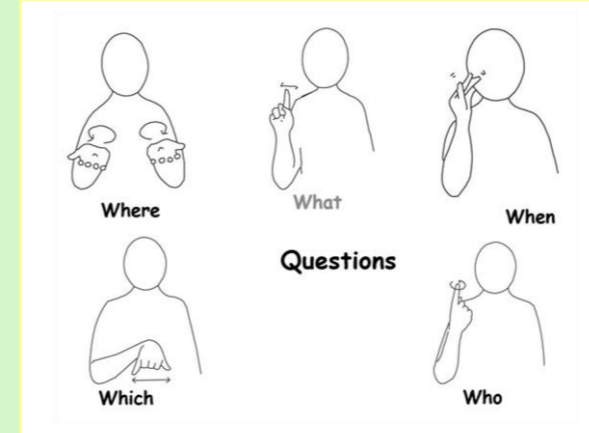
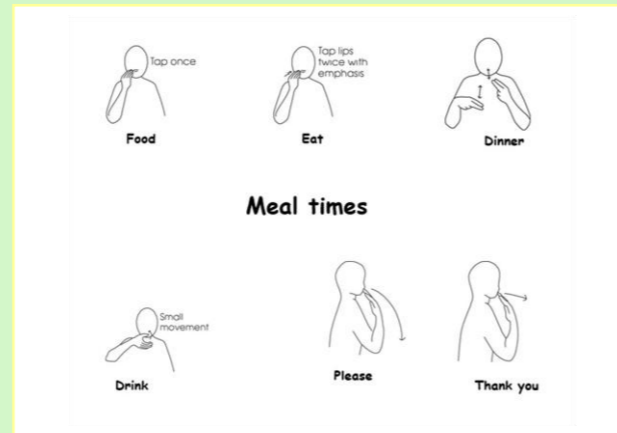
My Community

Learners will have the opportunity to develop key skills that will prepare them for adulthood and to become active members of society. Emphasis on:

- Sharing Joint Interactions,
- Exploring the world outside the classroom,
- Following their interests,
- Building on their unique skills,
- Expressive and Receptive communication.
- Development of key life skills

Look for opportunities to take learners into the community – explore different habitats e.g. grasslands, farms, forest areas.

Key Makaton



Key Questions embedded in all lessons:

Linked to key vocabulary within the Engagement Model:

1. How do learners demonstrate they want to find out more (**Exploration**)?
2. How do learners demonstrate that what they are doing matters (**Persistence**)?
3. How do they show they know what is coming next (**Anticipation**)?
4. How do learners show they want something to happen right now (**Initiation**)?
5. How do learners show that something has grabbed their attention (**Realisation**)?

Key texts

