

Sparkle and Shine – Autumn Term 1 & 2

Learning Journey	Suggested Stimulus
<p>To learn how the children sparkle and shine, to be aware of their strengths and qualities and things that they are good at. To celebrate each other and as a class. To be aware of each other and the people in their classes.</p> <p>Children will become familiar with the important adults and children within school and their lives and how these people support them and help them become the best they can at different activities.</p> <p>They will focus on people who are important to them and subsequently see how people change, children, parents, grandparents. They will learn people's names and voices and to be able to express their own opinions to these people through choice and expression of likes and dislikes.</p> <p>The children will learn about the routine at school, learning what we are doing now and what comes next, they will also learn how we can say what activities they like and dislike.</p> <p>The learning will then move to learning about historic dates and events within the community - learning about this through sensory experiences of local events celebrating the times of year – Halloween, Bonfire night, Remembrance Day, Christmas. This will also link to celebrations in the wider community and learning about other people.</p>	<p>Texts – Sparkly texts, celebration texts, Possible written for the classes.</p> <p>Interactive – Immersive Room, iPad, plasma screen, fireworks, sparklers, fans, bubbles.</p> <p>Assembly – Celebrations and Birthdays, Diwali, Fireworks, Remembrance, Christmas.</p> <p>Experience – Messy Sensory, Sensory Story.</p>
Learning Experiences / Points of Focus.	
<p>PSEWB: People who are important to us and keep us safe. Team work, kindness, different cultures and people – what is the same, what is different? What clothing do we need. When it's hot/ cold? Students will have their individual PSEWB targets one to work towards independence and one to work towards self-advocacy.</p> <p>Communication: Sensory stories with a celebration theme. Mark making (art) in different colours, textures and temperatures. Creating artistic representations of the different celebration conditions. Speaking and listening to different people and hearing sounds of different party noises conditions (phase 1 phonics- environmental sounds). 3 Individual communication targets which will be worked on across the whole curriculum.</p> <p>Cognitive: Shape – patterns with shapes to represent different celebrations, Parcels and boxes to wrap and unwrap. Number – counting.</p> <p>Cognitive: “appraising” strand of music being able to reflect and think about different types of music (daily mathematical sensory calendar). 2 individual cognitive targets which will be worked on across the whole curriculum.</p> <p>ECT: Links to technology throughout the curriculum e.g. switch use for fans to create flowing steamers, or big mac to say ‘hello’, Use of IPADs for communication or interactivity, Switch it programmes for celebrations as well as sounds on You Tube. Use of switches to make party and celebration environments in the dark room, sensory room and immersive room. 1 ECT individual target to work on across the curriculum.</p> <p>Physical: 1 fine motor and 1 gross motor individual target to work on across the curriculum.</p>	
<p>Progression of skills/ IMPACTS:</p> <p>PSEWB: self-advocacy and independence</p> <p>Communication: Listening, attention, understanding, Sensory story, Instructions.</p> <p>Cognitive: Number, shape</p> <p>Cognitive: Historical Events, Personal Celebrations and events,</p> <p>Cognitive: Being imaginative, appraising, colour, music</p> <p>ECT: Environmental control technology</p> <p>Physical: Fine and gross motor</p>	

Geography Focus – Spring Term 1 & 2

Learning Journey	Suggested Stimulus
<p><i>To continue to understand the world around us.</i></p> <p><i>Children will become familiar with the changes in the weather.</i></p> <p><i>Experiencing a change to cold weather in January, moving to warmer weather in April. To develop their sensory awareness through experiencing the weather through stories and trips into the garden.</i></p> <p><i>They will visit familiar and important places within the community, learning what they need to wear to go outside as the weather changes. They will learn about keeping themselves warm and safe through clothing choice and staying with an adult.</i></p> <p><i>They will also experience different environments, recognising familiar places outside and inside through trips and events in different environments around the school.</i></p> <p><i>The children will meet people who are important to them and be aware of different people who can help them – familiar adults, physio's, doctors etc.</i></p>	<p style="text-align: center;">–</p> <p><i>Interactive / Texts – Sensory stories about different weathers. Sensory class Activities to link to weather.</i></p> <p><i>Role Play / interactive display or boxes – Weather corner with different weather themes.</i></p> <p><i>Experience – Trips to familiar environments during different weather conditions, walks around the gardens, on the playgrounds, forest schools etc.</i></p>
Learning Experiences / Points of Focus.	
<p>PSEWB: People who are important to us and keep us safe. Team work, kindness, different cultures and people – what is the same, what is different? What clothing do we need. When it's hot/ cold? Students will have their individual PSEWB targets one to work towards independence and one to work towards self-advocacy.</p> <p>Communication: Sensory stories with a weather theme. Mark making (art) in different colours, textures and temperatures. Creating artistic representations of the different weather conditions. Speaking and listening to different people and hearing sounds of different weather conditions (phase 1 phonics- environmental sounds). 3 Individual communication targets which will be worked on across the whole curriculum.</p> <p>Cognitive: Measures –experiencing heavy and light. Balloons with sand and air, opposites.</p> <p>Cognitive: The weather, familiar environments and changes in weather. Hot/ cold in materials and weather, identify seasonal and daily weather patterns (daily mathematical sensory calendar).</p> <p>Cognitive: “appraising” strand of music being able to reflect and think about different types of music (daily mathematical sensory calendar). 2 individual cognitive targets which will be worked on across the whole curriculum.</p> <p>ECT: Links to technology throughout the curriculum e.g. switch use for hairdryer when looking at warm weather, or big mac to say ‘hello’, Use of iPads for communication or weather APP, Switch it programmes for Weather as well as sounds on You Tube. Use of switches to make warm and cold environments in the dark room and sensory room. 1 ECT individual target to work on across the curriculum.</p> <p>Physical: 1 fine motor and 1 gross motor individual target to work on across the curriculum. Wet weather linked to swimming, walking in the rain/sun, rubbing in sun cream, handling objects from the sensory story, putting on clothing, sunglasses, hats etc. Wet weather clothing- fastenings etc.</p>	
<p>Progression of skills / IMPACTS</p> <p>PSD (PSEWB): self-advocacy and independence</p> <p>CLL (Communication): Listening, attention, understanding, Sensory story, Instructions.</p> <p>MD (Cognitive): Number, opposites/weights</p> <p>UW (Cognitive): The world, physical geography, similarities & differences,</p> <p>EAD (Cognitive): Being imaginative, appraising, colour, music</p> <p>ECT: Environmental control technology</p> <p>Physical: Fine and gross motor</p>	

Whole School Topic – Summer Term

Learning Journey	Suggested Stimulus
	<p>Interactive / Texts –</p> <p>Role Play / interactive display or boxes –</p> <p>Experience –.</p>

Learning Experiences / Points of Focus.

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Links to EYFS/National Curriculum:
PSD: Managing Feelings & Behaviour, relationships
CLL: Listening, attention, understanding, descriptive
MD: Number, weight, capacity, direction movement
UW: Technology, sound, materials & properties, human geography, world, hemispheres.
EAD: Being imaginative, composing & performing,