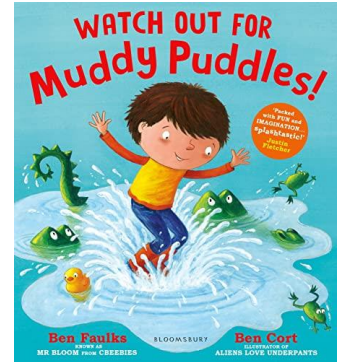


# Swifts Spring Medium Term Plan

– Link to Ashgate Curriculum for Sensory Learners

## Communication

- Sign, listen and respond to '**Watch out for Muddy Puddles**' Story – See Session plan for differentiation/activities
- Engaging with a story book - See individual plans
- Engage in a sensory story
- Use Project Core during shared reading experiences, with focus on core words 'it' 'finished' 'turn' and 'who'



ELKLAN questioning

Singing and signing

Individual SALT programmes

Social Skills

ICT programmes - beep beep, HelpKidzLearn, Lightbox

FMS, mark making

### Learning objectives:

- To show preferences, likes and dislikes, in an intentional way
- To communicate personal choice
- To engage and respond to a literacy experience with, shared attention, recall and anticipation, purposeful behaviour, interest and excitement, contrasting moods, increased engagement, enjoyment and motivation.
- To respond to familiar sounds and words, showing understanding of meaning – new LO

## Cognition

- Focused activities - See individual plan
- **Attention Autism – Counting to 5 through rhymes** , five Elephants and 5 Monkeys
- **Watch out for Muddy Puddles Sensory Story** – See session plan for differentiation/activities
- Sensory afternoon sessions incorporating Art, Cooking and Fine motor skills (see weekly plans)

Continuous provision including construction, jigsaw, playdoh, sand and water, shape sorters, cause and effect toys

Exploring shape and number through sensory play

### Learning objectives:

- To transfer attention from one stimulus to another
- To activate toys that provide an interesting effect randomly
- To manipulate objects purposefully
- To use objects and materials according to their function
- To make things move deliberately with finer movements

## Physical

- Monday, Wednesday, Friday Sensory Room Sessions
- Monday and Thursday Sensory Circuit - See individual plan
- Daily access to sensory room
- Roar potential PE sessions in the hall - See session plan for differentiation/activities
- Monday Forest School
- Daily access to soft play sessions

- Daily access to outside play

Occupational Therapy - See individual OT plans

Fine/Gross motor activities – See activity list

Access to school swings

**Learning objectives:**

- To explore new environments
- To walk around the school without support
- To use my walker to walk around the school
- To use my walker to walk a short distance
- To complete activities in my standing frame
- To walk around the school with support
- To develop my fine motor skills
- To make controlled movements
- To jump and land on two feet
- To regulate my body
- See individual physiotherapy plans

### **Personal care and independence**

- **Watch out for Muddy Puddles Sensory Story** – See session plan for differentiation/activities
- Self-Awareness Session - See session plan for differentiation/activities
- Sensory Room - See session plan for differentiation/activities

**Daily input through routines** - toilet skills, putting shoes on/off, washing hands, using a knife and fork, communicating with others to get toys/ food, putting coat on/off, hanging coat up, following instructions

See individual Care Plans

**Social Skills** - playing alongside and sharing equipment, eye contact, reciprocal play, taking turns, 1:1 intensive interaction sessions

**Daily input through circle time & hello:** responding to name; recognising peers; identifying themselves in a photo/ reflection; days of the week; turn taking.

**Daily hygiene** - brushing teeth, washing hands/face

**Learning objectives:**

- To accept having my teeth brushed
- To accept having my face washed
- To take part in the hygiene routine
- To play alongside children from other class groups in the outdoor environment.- new LO
- See individual personal care plans and IEPs for toileting