Swifts Summer Medium Term Plan 2024

Link to Ashgate Pre-formal Curriculum. (previously known asthe*Curriculum for Sensory Learners)* and Ashgate Semi Formal Curriculum

This term our topic is the Forest. We are learning all about forest, woodlands and their creatures through a range of sensory activities. See individual and weekly plans for specific activities.

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| **Communication*** Sign, listen and respond to **‘Who’s in the Forest’ pop up and story on Tarheel Reader** – 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 ‘finished’ ‘turn’ ‘like’ ‘who’’good’

ELKLAN questioning Singing and signingIndividual SALT programmes Social SkillsPicture exchange communication system PECsICT programmes - beep beep, HelpKidzLearn, Lightbox, Clicker, Switch it. **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
* To look at books randomly
* To show preference for a certain story when given a choice
* To turn the page of an interactive story using a single switch
* To turns books round and look at them in different ways
* To listen to or watch an interactive story linked to a book
* To match pictures to pictures
* To choose the correct image when told the word e.g. rainbow
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| **Cognition*** Focused activities - See individual plan
* **Attention Autism – Counting to 5 through rhymes,** five little squirrels
* **Watch 5 little squirrels** – See session plan for differentiation/activities
* Sensory afternoon sessions incorporating Art, Cooking and Fine motor skills (see weekly plans)

Continuous provision including stacking cups, sand and water, shape sorters, cause and effect toysExploring 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
* To show some enjoyment of action rhymes and songs
* To copy some actions during number rhymes and songs
* To begin to demonstrate an understanding of object permanence
* To develop an understanding about ‘1’
* When I am playing with my toys or singing songs I will say some number names
* I can indicate one or two [for example by using eye pointing, blinks, gestures or any other means to indicate one or two, as required]
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| **Physical*** Wednesday morning Sensory Room Sessions (animal theme) see individual session plan
* Daily standing frame- See individual plan and daily timetable.
* PE sessions in the hall - See session plan for differentiation/activities
* Yoga sessions every Wednesday
* Hydrotherapy sessions every Thursday
* Friday afternoon Forest School see individual session plan
* Friday morning soft play sessions see individual session plans
* Daily access to outside play
* Ponies on Monday am

Occupational Therapy - See individual OT plans Fine/Gross motor activities – See activity list **Learning objectives:** * To explore new environments
* To complete activities in my standing frame
* To develop my fine motor skills
* To make controlled movements
* To regulate my body
* To explore and experiment with a range of media through sensory exploration and using whole body
* To notice and show an interest in the effects of making movements which leave marks
* To be supported to complete a simple circuit
* To move up and down objects in a preferred style
* To step down and stand up onto an object (differing heights depending on individual ability)
* See individual physiotherapy plans
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| **Personal care and independence** * Self-Awareness Session - See session plan for differentiation/activities
* Sensory Room - See session plan for differentiation/activities

**Daily input through routines** - toilet skills, washing hands, using a spoon, communicating with others to get toys/ food, pushing limbs through clothing, following instructionsSee 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:** responding to name; recognising peers; identifying themselves in a photo/ reflection; turn taking. **Daily hygiene** - brushing teeth, washing hands/face**Learning objectives:** * To accept having my teeth brushed
* To put toothpaste on my brush independently
* To accept having my hair brushed
* To take pride in my appearance
* 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.
* See individual personal care plans and IEPs for toileting
* To begin to notice the effects of my actions when interacting with objects in the world around me.
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| **Creative and Expressive Arts*** Weekly music with Summer sensory song.
* Holistic music for schools
* Weekly sensory art sessions – see individual lesson plans
* Activities set up in continuous provision e.g. creative activities with different tools, access to musical instruments –
* Sensory cookery experiences – baking, decorating cakes, trying new flavours etc.

**Learning objectives:** * To explore and experiment with a range of media through sensory exploration and using whole body.
* To notice and show an interest in the effects of making movements which leave marks.
* To make marks intentionally on a surface with fingers or tools
* To experience a range of live and recorded music
* To show awareness when listening to rhymes or songs
* To mix different colours to create abstract work
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| **Suggested activities:** * Forest sensory stories – sensory exploration Sensory cooking (operating equipment through switches)
* Nature/community walks
* Park visits/Forest visits
* Hydrotherapy
* Sensory dance sessions
* Personal care – brushing teeth, hair, washing face and body awareness
* Creative and Expressive arts – singing and signing sessions
* Ponies
* OT and SaLT programmes
* Foundation for phonics – sound awareness
* Soft play
* Sensory room
* Forest schools
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