Starlings 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 ‘Perfect Picnic Fun’. The children will gain an awareness of what happens at a picnic. This awareness is developed and embedded through a range of carefully planned and personalised sensory experiences such as poetry, stories, songs, games and musical experiences. See individual and weekly plans for specific activities.

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| **Communication**   * Sign, listen and respond to **‘Teddy Bears Picnic’** – See Session plan for differentiation/activities * Engaging with a story book - See individual plans * Engage in a sensory story – use CVI resources to support * Use Project Core during shared reading experiences, with focus on core words ‘finished’ ‘turn’ ‘like’ ‘who’   ELKLAN questioning  Singing and signing  Individual SALT programmes  Social Skills  Picture exchange communication system PECS  ICT programmes - beep beep, HelpKidzLearn, Lightbox, Clicker, Switch it.  **Learning objectives:**   * To show preferences, likes and dislikes, in an intentional way (all children) * To communicate personal choice (all children) * 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 (all children) * To respond to familiar sounds and words, showing understanding of meaning (all children) * To look at books randomly (all children) * To lift flaps on board books (all children) * To show an interest in and explores sounds in multi-sensory books (all children) * To respond to familiar sounds and words, showing understanding of meaning (all children) * To show preference for a certain story when given a choice (all children) * To turn the page of an interactive story using a single switch (all children) |
| **Cognition**   * Focused activities - See individual plan * **Attention Autism – Counting to 5 through rhymes,** five little ducks, five speckled frogs, five cheeky monkeys. * **Watch Teddy Bears Picnic CVI version youtube** – 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 toys switch adapted  Exploring shape and number through sensory play  **Learning objectives:**   * To transfer attention from one stimulus to another (all children) * To activate toys that provide an interesting effect randomly (all children) * To manipulate objects purposefully (JJ, JB, CH & SM) * To use objects and materials according to their function (JJ, JB, CH & SM) * To make things move deliberately with finer movements (JJ, JB, CH & SM) * To show some enjoyment of action rhymes and songs (all children) * To copy some actions during number rhymes and songs (JJ, JB, CH & SM) * To begin to demonstrate an understanding of object permanence (all children) |
| **Physical**   * Wednesday morning Sensory Room Sessions (teddy bears picnic 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 * Monday and 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 (all children) * To complete activities in my standing frame (all children) * To develop my fine motor skills (all children) * To make controlled movements (all children) * To regulate my body (all children) * To explore and experiment with a range of media through sensory exploration and using whole body (all children) * To notice and show an interest in the effects of making movements which leave marks (all children) * To begin to use a number of different tools for different purposes such as stirring, rolling (all children) * To be more independent when asked to move around the classroom and be able to move from sitting to standing without an adult prompt. (CH, SM) * See individual physiotherapy plans |
| **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 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:** 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 (all children) * To accept having my face washed (all children) * To independently brush my teeth and wash my face (JJ, CH & SM) * To take part in the hygiene routine (all children) * To play alongside children from other class groups in the outdoor environment (all children) * 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 (all children). |
| **Creative and Expressive Arts**   * Weekly music with Teddy Bear Picnic theme and sounds in the environment. Songs: Teddy Bears Picnic, Here we go, a picnic in the park, picnic song, a picnic basket (see session plan) * 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 – Father’s Day * Sensory cookery experiences – smell, taste and touch different foods, go on a shopping trip and make food for the picnic   **Learning objectives:**   * To explore and experiment with a range of media through sensory exploration and using whole body (all children) * To notice and show an interest in the effects of making movements which leave marks (all children) * To make marks intentionally on a surface with fingers or tools (all children) * To experience a range of live and recorded music (all children) * To show awareness when listening to rhymes or songs (all children) * To take part in dance and movement sessions (all children) |
| **Suggested activities:**   * Trips to local parks, cafe, forest area and school grounds to give the children a wide range if sensory experiences. Focus on the smells, sounds and natural stimuli. * Create sensory containers e.g. cut grass, leaves, fruits, berries, blossom, play dough etc. Focus on smells, sounds, touch, taste and vision. * Explore different sound affects using switches, IWB, outdoor walks. * Buying food for a picnic, tasting, smelling and feeling different foods, making foods for their picnic. Use switch adapted tools e.g. a whisk when making buns. * Go on a picnic with their teddy bears – visit different sites. * Create a placemat for their picnic – use ketchup bottle and mustard bottle to squirt paints. * Picnic games – throwing a ball/beanbag into a large basket, pushing/rolling/throwing balls etc focus on turn taking, take a kite, singing/dancing * Read a picnic story * Splat painting teddy bears, food, picnic mat * Bubbles at the picnic using a switch – children operate the machine |