



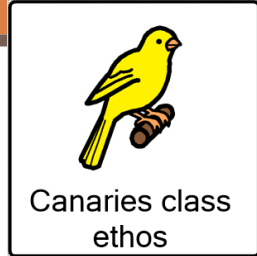
# CANARIES MEDIUM TERM PLANNING AUTUMN 2024



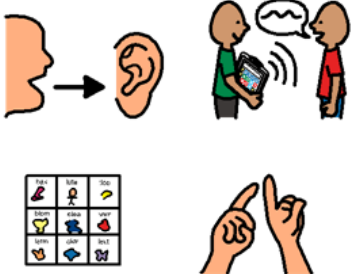
Education must develop every child's personality, talents and abilities to the full. It must encourage respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.







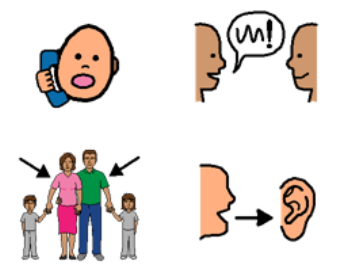
Canaries class  
ethos



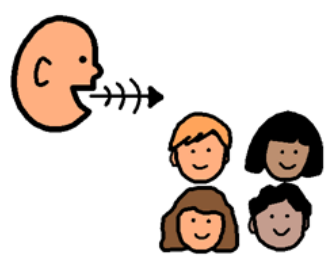
We value and promote communication.



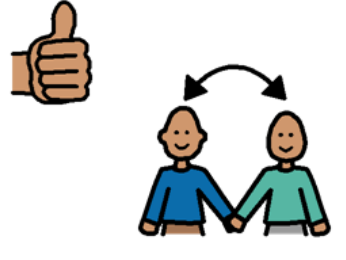
We develop our independence and life skills.



We work in partnership with parents and carers.



We value and promote pupils voice.



We form good relationships.



We have a holistic approach to learning.

### Article 3

The best interests of the child must be a top priority in all aspects that affect children.



# Communication Language and Literacy



Communication Language and Literacy. (see weekly planning)

Ashgate Curriculum Band upper two and three. Sensory learners all children  
Phonics, reading and writing

## Learning objectives:

Practise weekly 'Squiggle whilst you wiggle' sessions practise letter formation/prewriting shapes in the air. Practise circles, humps, horizontal and vertical lines, and crosses.

Pupil begins to understand that marks and symbols convey meaning e.g. scribble writing alongside a picture or placing photographs or symbols on their work.

Try making marks outside using chalks, paints, water, mud on walls and pavements. Pavements are fantastic for helping children to control their movements. Join in with mark making and demonstrate marks, movements and writing.

Pupil can show their control in gross motor movements.

Pupil demonstrates grip control by making or generating a mark.

Foundation: Environmental sounds. Little Wandle phase one

Farm animals, zoo animals, bonfire night sounds e.g. firework's, rockets and fire. Transport and Christmas sounds. See weekly planning.

Pupils are aware of environmental, instrumental and body percussion sounds.

Use action songs on the IWB and make it multi-sensory.

Guided reading sessions three times a week in the classroom and library. Exploring picture books, answering colourful semantics questions who? Doing? What? using PECS symbols linked to the story. ELKAN Blank level 1 and 2 naming and describing.



# Total communication approach



All year round.

Use a total communication approach to communicate through:

LAMP device

Big Macs

Communication boards

PECS

Words

Pictures

Sign language

Guided reading

Phonics – Little Wandle

Implement SALT programmes

VI

ELKAN and colourful semantics to enable children to:

Request

Answer questions

Ask questions

sequence stories

Support Gestalt learners



# Numeracy Shape Space & Measure



All children Ashgate curriculum Band 3 Sensory learners

Learning objective: Children to complete shape sorter activities. Can the child find the right hole?

## Activities

Jigsaws

Shapes sorters using big and small shapes.

Sorting boxes using colours and shapes.

Stacking shapes

Learning objective: Make patterns and pictures, using shapes

## Activities

Using 2D patterns and shapes flash cards to create and complete 2D pictures and patterns.

Using shapes to make pictures of building, animals, transport and foods. Using squares, circles, triangles, rectangles and ovals.

## Grouping shapes

Learning objective: Children can make and change shapes out of pliable material play dough.

## Activities

play dough. using playdough mats to make 2d shapes

using sand and sand moulds.

Making shapes from lollypop sticks for example triangle, square, and rectangle.

(see weekly planning)





# Numeracy Number



Ashgate curriculum upper band Sensory learners

place value

Learning objective: When I am playing with my toys or singing songs I will say some number names

Activities

Have a dedicated number of rhymes box, with prop and allow children to choose songs to sing from this, whenever possible. For example 5 little duck, ten in a bed, five fat sausages, five little men in a flying saucer.

Ensure that children hear and see number rhymes, with their actions being sung. Circle time children to interact in number songs using their bodies and fingers to take part.

Show the children the props, to help them choose a song, using objects and symbol communication boards.

Watch videos of number songs being sung. Circle time watching number songs on the interactive whiteboard. For example counting songs 2

Model what to do, when singing number rhymes to encourage the children to participate and try these for themselves  
Introduce this in other sessions also e.g. hello session, demonstrating the actions in the hello song – encouraging the children to copy these

Use positive praise when children copy the actions correctly

(look at weekly planning)



# Numeracy Number



Ashgate curriculum band 4 all children Sensory learners  
place value

Learning objectives I can give you the right number of objects from a collection when I say "one", "two" or present a gesture/visual

## Activities

Give the child objects of interest to play with and see if they can give you an object on request. E.g., give me one car. Can the child recognise the value of one and give you one car.

At snack time they help to set the table e.g. "please pass me two cups."

In PE, ask the child to collect a number of cones.

Learning objectives: Children can develop their understanding of 1:1 correspondence when counting.

## Activities

Ensure that the children get plenty of practise at counting out objects. For example using containers with numbers on and the children place the correct objects in the container.

Model pointing to or moving each item, as it is being counted

Use spots, containers or frame counting mats to support counting with 1:1 correspondence

Children point to each object as they count.

(see weekly planning)



# Computing – Environment and activities



Ashgate curriculum band 3

## Computing – Environment and activities

Target - To use switches or a touchscreen to make something happen  
Pupil may require an appropriate access device, e.g. switch or touchscreen,  
to make something happen on a digital device.

Touchscreen

Staff to demonstrate the use of touching movements on the iPad screen for cause and effect. Pupil will develop an awareness that the motion of their finger will create a mark on the screen.

Encourage pupils to explore cause and effect software, or play games using the interactive whiteboard, or tablet device.

### Activities

Big bang

Counting songs

Interactive pair games

Shape hunter games finding 2d shapes

Sensory interactive games linked to topics e.g. Halloween.

Farm animal. Who am I?

Jigsaw games

Virtual Dog Fine Motor Skills Game

Drag the car fine motor skills





# Geography



Ashgate curriculum Band 6 a part from.

Learning objectives: Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff)

This term police officers and firefighters

## Activities

Children to take part in role play for example:

to look at how police officers help us when we are lost. What number you need to phone when we need help and support. How the police help the local and wider community. How firefighters help us and how they keep the local and wider community safe from fires. Looking at bonfire night and how we can keep ourselves safe when attending bonfire parties and using different equipment.

## Art and crafts.

Children to make a picture of themselves as police officers.  
Make a police car from boxes. Make a fire engine  
Make a police hat and firefighters hat  
Make a police badge and firefighters badge.  
Police officer and firefighter colouring sheets  
Police and firefighter interactive colouring whiteboard.  
Make a split pin police and firefighter.

## Books

Police Officer Pine  
Charlie the firefighter

## songs

Pinkfong Police car song  
Pinkfong Have you seen my siren  
Police keep us safe.  
Here comes the fire truck  
The firefighter  
Firefighter song about professionals  
(see weekly planning)



# knowledge and understanding of the world. People and Communities

Ashgate curriculum Band 5



## Learning objectives:

To be interested in the different jobs that grown-ups do, like fire fighters and doctor.

Ashgate curriculum band 3 EA and AM

To show an interest in the things they can hear and see in the local environment.

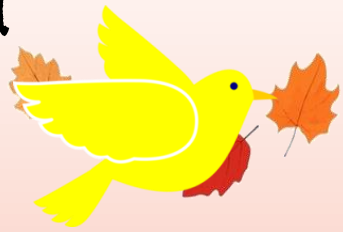
Support will be given to all children during role play and arts and crafts sessions.

See weekly planning.

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# Knowledge and Understanding of the World



## Ashgate curriculum Band 5

### Through time and space

#### Learning objectives

- To begin to name some planets
- To identify Sun, Moon and Stars
- To understand what an Astronaut is

#### Story

Back to earth with a bang!

#### Songs

Eight planets dance song  
Space race  
Outer space

Astronauts  
Earth and the moon  
We're going on a space ship

### Arts and crafts linked to Through time and space

- Creating a sun using paper plate, yellow and orange paints, creating a collage using yellow and orange materials eg will, paper, sand, and foil.
- Create a moon full moon or a waxing crescent, using grey, paper, card. using grey or silver paint, making a collage using shiny materials.
- create a stars, using paper, card. using grey, silver, white or yellow paint, making a collage using shiny, yellow or white materials.
- make a space sensory rocket using bottles and materials
- Make space sun catcher
- Make a sensory rocket from plastic bottle and other materials
- Make a astronaut from a paper plate and other materials

(see weekly planning)

#### Learning objectives

To show an interest in the things they can hear and see in the local environment





# Re Christianity



## Ashgate curriculum Band 6

### Learning objective:

Developing an understanding that each religion has special people.

Angel Gabriel, Joseph, Mary, Jesus, God, the wise men, shepherds (all children to learn the story of Jesus' birth)

Christmas

### Songs

BSL Whole world in his hands

BSL Always with me

Christmas songs linked to the school play

### Activities

Creating a stained glass window

Creating a flower

Creating a picture of themselves

Looking at a different church building

Making a candle

Make an angel

Make a manger

Make a crown

Create the different animals linked to the birth of Jesus

## Ashgate Curriculum band 5 children EB, CH, HH, SI, YK, and JJ

Learning objective: To join in simple celebrations linked to Christianity.

Act out a simple religious story with support.

## Ashgate curriculum upper band 2 EA and AM

To show enjoyment in special celebrations.

To explore different objects belonging to different cultures

See weekly planning and links to BBC Bitesize



PH-RSE

Years 3, 4, 5 and 6



Ashgate curriculum years 3, 4, 5, and 6 The flock

Developing positive relationships with others /getting along playing and working together for example enrichment sessions, dance, drama and whole group sessions and outside play and classroom area.

Respecting differences between people

Celebrating Inclusion week beginning 23/09/24 children to take part in activities with the Ravens class.

Whole school Inclusion week WK beginning 14/10/24 children to take part in activities with the Ravens class.

Black History Month

Remembrance Day 11<sup>th</sup> November

Anti-bullying week beginning 11<sup>th</sup> November

Learning objectives To share my play space with other children

To accept other children within my play space

To play alongside other children



# Creative & Expressive Arts

## Art and Music



Ashgate curriculum band 5 Learning objectives

Selects colour with purpose

When learning about the Solar System/Space, have a go at 'marbling' using shaving foam and paint.

Paint self-portraits, supply mirrors for the children to look at themselves, ask them what colours do they need to paint their hair/eye colour.

All curriculum areas have arts and craft sessions linked to them. See weekly planning for more detailed sessions.

Learning objectives upper band 2

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

Creative & Expressive Arts

Music

Ashgate curriculum band 4 The flock all children

Listening and responding

Show an interest in playing with sounds, songs and rhymes

Begin to play, sing and move expressively in response to the music or the meaning of words in a song

Music session every other week Tuesday with Beth. Music with Jane and Emma every other Thursday





# Physical Education



Ashgate curriculum upper band 2 and 6 The flock

Learning objectives:

Climbing and movement

Pupil can move up and down objects in a preferred style (ramp, slide) A.M/E.A/J.C/J.J upper band 2

Climbing and movement

Pupil can travel using one or more of the following methods; hands and knees, hands and feet, hopping, skipping, bouncing with two feet together, crawling along on stomach

Band 6 (Rest of the children)

Children will take part in weekly dance sessions link to their learning objectives.

Weekly sessions every Wednesday afternoon with Elliot.



# Design and Technology

## Cookery



Ashgate curriculum band 5 all children. Learning objectives.

Creative, Technical and Practical Expertise

Children can use a range of equipment with support.

Children can name the equipment they might need to follow a recipe

For example children to learn to chop, cut, grate ingredients.

Children to name equipment using symbols or request equipment using communication boards.

Weekly sessions will be detailed in weekly planning.

Learning objectives Band 3

With support I can complete simple cooking processes.



# All year round learning



## CCL

- To use LAMP, PECS and communication boards and symbols to communicate our preferences, needs and wants.
- To answer blank level questioning
- Provide daily opportunities that build confidence and self esteem.
- Provide daily opportunities to listen to and follow verbal and pictorial instructions.
- Phonics – Little wandle
- Guided reading

## Speech and Language

- Use a total communication approach to communicate through
- Big Macs
- Communication boards
- PECS
- Words
- Pictures
- Sign language
- Reading
- Phonics – Little Wandle
- Implement SALT programmes
- Implement
- ELKAN and colourful semantics to enable children to:
- Request
- Answer questions
- Ask questions
- sequence stories
- 
- Support Gestalt learners

## CEA Music/ Drama

- To experience a range of live and recorded music.
- 
- Listen to and join in with songs and rhymes one to one and in small groups
- 
- Opportunities to participate with songs, actions and dance.
- Listening to music
- Movement sessions
- Wake up shake up sessions
- Music sessions with Beth
- Choose times – music and dance.
- Yoga and relaxation.
- Listening to cultural music and celebrating diversity.
- Children will actively take part in dramatical performances throughout the year linking with RE, PH-RSE and special celebrations.

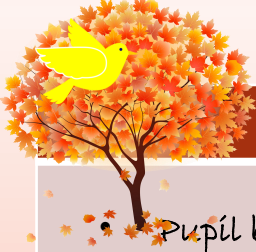




# All year round learning

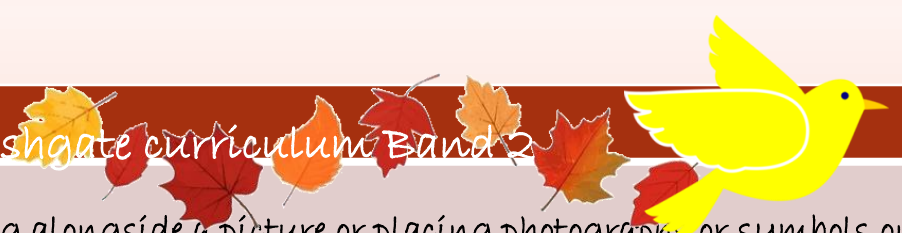


CCN	PH-RSE	CEA ARTS
<ul style="list-style-type: none"><li>• Problem solving activities and opportunities.</li><li>• iPad apps</li><li>• iPad navigation and picture taking</li><li>• Construction</li><li>• Jigsaws</li><li>• Daily fine motor skills activities.</li><li>• Counting opportunities during snack times.</li><li>• Number sequencing</li><li>• Number problems</li><li>• Comparative language e.g., More and less, heavy and light, enough and not enough.</li><li>• Counting songs – 1-5/10/20 etc. forwards, backwards, rote and missing numbers.</li><li>• Colour mixing, colours and shapes</li></ul>	<ul style="list-style-type: none"><li>• undressing opportunities, putting on own shoes, putting on coats and wellies - Band 4</li><li>• Identifying myself as an individual</li><li>• Accepting differences</li><li>• RE -</li><li>• Developing an understanding that each religion has special people.</li><li>• Celebrating my achievements through targeted praise. (Imatters – self love)</li><li>• Developing Self-esteem and Confidence –</li><li>• Good hygiene practice</li><li>•</li><li>• Making personal choices and encouraging autonomy.</li><li>• Healthy eating opportunities, e.g., touching, smelling and tasting new foods.</li><li>• regulate emotional responses with adult support</li><li>• Promoting independence e.g., completing jobs</li><li>• staying safe in the community</li></ul>	<ul style="list-style-type: none"><li>• Sensory activities.</li><li>• Sensory exploration.</li><li>• Sensory crafts.</li><li>• Daily creative and expressive arts materials and opportunities in the garden.</li><li>• Imaginative/creative art opportunities</li><li>• Fine motor skills activities</li><li>• Listening to calming music throughout the day whilst we work.</li><li>• Expressive music and dance</li></ul>



# All year round learning

IWB writing opportunities. All year round Sensory learner Ashgate curriculum Band 2



- Pupil begins to understand that marks and symbols convey meaning e.g. scribble writing alongside a picture or placing photographs or symbols on their work.
- Pupils are aware of environmental, instrumental and body percussion sounds.
- Mark making practice activities with a wide range of sensory materials, e.g., foam, soil, sand, water.
- Pupil can show control in gross motor movements

## Band 3

- Uses whole arm when mark making
- Hold a writing
- Implement with increasing control
- Lines of zigzag scribble across a page
- Interprets own marks
- Pupil demonstrates grip control by making or generating a mark
  - Fine motor skills activities.
  - Visits to the library.
  - Guided reading
  - I need communication boards.
  - Provide opportunities for daily mark making/ writing/ drawing in the garden every day.

Targets taken from Ashgate's new semi-formal curriculum

We follow the Little Wandle Letters and Sounds scheme for phonics more information can be found following the link:

<https://www.littlewandlelettersandsounds.org.uk/>



# All year round learning

## VI Support plans for



Suggested targets and activities linked to the Curriculum Framework for CVP with Vision Impairments

Sensory development, accessing information and technology

To develop my fine motor skills so I can fasten my shoes, zips and buttons

Activities: practice of shoes, zips and buttons but also threading, inset puzzles (very simple images/shapes etc. – see tactile skills guidance)

To use my vision and touch to sort objects/shapes/to recognise 2D shapes and name them

Activities: Sorting, finding the odd one out, inset puzzles, Choose it Maker – see tactile skills guidance

To be able to recognise familiar symbols linked to my everyday activities and communication

Activities: daily use of simple images linked to communication. Add a Penfriend label so he can check what they are, use Choose it Maker to identify symbols

To be able to work independently to complete 1 or 2 work tasks (using calendar box system, working left to right, completing activity and then putting into finished box)

AM

To use my Penfriend to set up and read my daily timetable

To use my Penfriend to listen to words and sort them into categories

To use my Penfriend to listen to jokes

To use a simple CD player to listen to stories To use Choose it Maker to access my curriculum - e.g. shape/picture recognition

Top tips for staff.

Think contrast (not always black)

Make images very simple (outline shapes, recognisable colours)

Check with Adam to see if he can identify it – what is this?

Incorporate learning into everyday life skills e.g. tidying up (using vision to scan and find object on a table)





## The Flock Ethos

We respect children's rights

**Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 8:** You have the right to an identity.

**Article 28:** You have the right to education.

**Article 29:** A child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

**Article 30:** If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

**Article 31:** You have the right to play and relax by doing things like sports, music and drama.

