Swifts Autumn Medium Term Plan 2025/26

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

This term our topic is ‘Toys’. We are learning all about d through a range of sensory activities. See individual and weekly plans for specific activities.

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| **Communication**   * Sign, listen and respond to **‘My favourite toys’ sensory 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 ‘finished’ ‘turn’ ‘like’ ‘who’ and ‘want’   ELKLAN questioning  Singing and signing  Individual SALT programmes  Social Skills  Picture exchange communication system PECs  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 * 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 |
| **Cognition**   * Focused activities - See individual plan * **Attention Autism – Counting to 5 through rhymes, setting up a toy shop to buy toys using up to 5 coins.** * 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 * 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 |
| **Physical**   * Sensory Room Sessions see individual session plan * Every morning Sensory Circuit - See individual plan * PE sessions in the hall - See session plan for differentiation/activities * Shadow Dance 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   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 * 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 * 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, 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. * 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. |
| **Knowledge and Understanding of the World**   * Hello session incorporating looking at the daily weather * Forest school – see session plan for differentiated activities   Learning objectives:   * To enjoy stories about nature (birds, bees, snails, cats, dogs etc.) * To experience different weathers * To develop an understanding of the routine of the day |
| **Creative and Expressive Arts**   * Weekly music with Beth sessions * Holistic music for schools * Weekly sensory art sessions – see individual lesson plans * Activities set up in continuous provision e.g. mark making with different tools, access to musical instruments   **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 |
| **Suggested activities:**   * My favourite toy story – creative exploration using different toys * Sensory cooking (operating equipment through switches) * Nature walks * Pumpkin patch visit * 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 |