

Communication and Interaction

- 'Total Communication' approach used across the timetable
- Develop expressive and receptive communication skills
- Opportunity to make progress against individual communication targets given at least 5 times per day - communicating preferences, making requests, making choices, responding to simple questions
- Moving from informal means of communication (gestures, facial expressions etc) to developing formal means of communication (use of signs, PECS, symbols/ALBs, vocalisations)
- Input from SALT team.

Attention Autism develops natural and spontaneous communication through highly motivating activities and the "offer of an irresistible invitation to learn"! Students develop skills to attend to adult led activities for fleeting and extended periods, share attention with others, take turns and shift their attention.

Sensory stories - non fiction texts

Students to develop their attention and listening skills, these are pre-requisites for the development of their speech, language, and communication skills.

Phonics taught through AM work and discrete session (Wed AM)

Cognition and Learning

Maths - Individualized learning activities

Number knowledge: Join in simple number games using numbers 1-20. Rote counts to 5, 10, 15, 20. Touch counts row of counters etc. to 3, 5, or 10. Plays simple games with dots/ pictures using 1-3 first

SS&M

Finds pairs of objects which are the same
Sorts according to perceptual qualities such as colour, shape, size
Completes a range of simple inset puzzles
Hears and uses shape language

Reading - Sensory story sessions:

Phonics sessions x2 or x3 during the week
1:1 reading during morning work and choosing time.

ICT

Use of touch screen devices (IWB, iPad, immersive room) and laptops.
ICT skills - cause and effect, targeting, drag and drop, developing accuracy, mouse skills - right and left click, moving the mouse accurately.
Developing fine and gross motor skills.

Creative

Art This term students will concentrate on pattern, line, and colour. Using the theme of Spring and Easter students will create numerous patterns and organic forms. The aim is to develop fine motor skills, and to manipulate materials and media for the purpose of "intent" to create.

DT We are exploring learning in the workshop and the rules needed to keep ourselves and others safe. We will start to use hand tools and machines to make a wooden product.

Art therapy with Sally

Opportunity for therapeutic, creative session 1:1 or in small group.

Music and drama

Half term each of sessions delivered Thur PM.

3AC SPRING 2025 Non-fiction texts

QUEST, Community visits, Independence, Life Skills

Cooking

- Developing individual communication skills through requesting ingredients/toppings (high motivators) - Wed AM
- Developing basic cooking skills - chopping, stirring, cutting, spreading
- Developing fine motor skills
- Confidence and enjoyment in the kitchen!

Swimming and hydrotherapy, horse riding, forest school

Community inclusion opportunity, gaining confidence in the community.

Using ind comm system in community context with unknown, trusted adults

Gaining water confidence (Skill for life)

Dressing and undressing with increasing independence

Social and Emotional

- Opportunities for inclusion and social activities in class, college and community contexts - break times, special events, whole college trips
- Weekly pathway celebration assembly

PSHE - Emotions and Behaviours

- Daily circle time - how are you feeling?
- Use of zones of regulation
- PSPs with individualised targets for students to work on throughout the timetable.

RE

Exploring religious/cultural events:

- Mahayana New Year - Buddhist
- Chinese New Year
- Easter - Christian

Physical and Sensory

PE

We will be following the MATP programme with a focus on striking. Using different equipment we will be developing co-ordination and timing skills across a range of activities

Swimming - individual targets differentiated for students

Maintaining and/or developing physical skills within a motivating context
Increasing heart rate to promote a healthy lifestyle
Development of gross motor skills
Supporting muscle control

Therapies

Input from physiotherapist and occupational therapist where appropriate

Hydrotherapy -

- therapeutic input to reduce overall anxiety and stress
- development/maintenance of physical skills
- motivating and enjoyable physical activity

Bikes - individual targets differentiated for students

Developing confidence and enjoyment for cycling
Developing bike skills - pedalling, steering, using the track
Scaffolding approach to independence - trike, tandem bike, 2-wheeler.

Horse riding

Developing confidence
Developing gross motor skills