

Physical and Sensory

PE

We will be following the MATP programme with a focus on kicking (Autumn 1) and dexterity (Autumn 2). Sessions will have sensory based warm ups followed by skills practice with a different focus. For example we will look at kicking to travel, kicking to a target and kicking with power. Dexterity practices will include throwing, rolling and pushing.

Each unit throughout the year will also have a fitness for life focus. We will develop aerobic fitness as well as strength through circuit training and outdoor gyms.

Therapies

Hydrotherapy - is used as a therapeutic input to help students with reducing their anxieties, stress and it gives them an opportunity to work and stretch their muscles.

Sensory Art:

Art will be based on the autumn topic which is 'All about me' and 'winter lights: Magic and Mischief'. They will be creating artwork to go with the sensory stories which they will be focusing on.

Students will also create Art work and decorations for remembrance week, other religious holidays and Winter Lights for example making potion bottles for the story Harry Potter.

Life skills

Personal Hygiene and grooming:

Students will learn how to wash themselves appropriately and understand the importance of keeping clean. Students will also develop their cleaning skills by practicing good hygiene, such as washing their hands regularly, and taking responsibility for cleaning the areas around them when they make a mess. Through these activities, they will build independence and confidence in their personal care routines.

Emotions:

Students will learn about their emotions through the use of sensory stories and in register. They will work on recognising and managing their emotions, exploring different feelings and how to express them in appropriate ways. Students will be using Aided Language boards in register to tell staff how they are feeling. Students can also use the zones of regulation to tell staff how they are feeling throughout the day.

Communication and Interaction

Employing a 'Total Communication' approach within their daily learning. Active learning based on individual communication targets. '**Social Use of Language Programme**' to encourage students to follow simple instructions, Making simple requests and relaying information.

Attention Autism The sessions aim to develop natural and spontaneous communication through visually based and highly motivating activities. The main goal is to make learning fun and engaging, offering students an irresistible invitation to learn and communicate with confidence.

Sensory stories

Students will work on developing their attention and listening skills, which are essential foundations for speech, language, and communication development. They will focus on improving both receptive and expressive language skills to build confidence and become more effective communicators. A combination of speech, signing, and communication aids will be used to support their learning. Students will also work closely with the SALT team to achieve their individual communication targets.

3CH Autumn Term 2026

Autumn 1: All about me

Autumn 2: Winter lights: Under the sea

QUEST/Community visits

Students will explore different local settings by going out into the community on a weekly basis. Through these experiences, they will develop their social interaction skills and independence skills for example eating their snacks and putting coats and bags on. Students will learn to interact appropriately with both familiar and unfamiliar people and places, and to walk safely with an adult, either by holding hands or using a walk-assist jacket. They will also learn when and where it is safe to cross a road, how to behave appropriately in busy areas, and how to be aware of members of the public around them. In addition, students will build confidence using different methods of transport, such as the school minibus, public buses, and trains. They will also have opportunities to explore and take part in a variety of leisure activities within the community.

The various places they will visit:

- Parks
- Garden centres
- National Trusts
- Cafes

Social and Emotional

Students will be given regular opportunities to socialise in class, across the college and in the community.

PSHE - Emotions

In PSHE, we are learning to recognise and name different emotions and understand how they make us feel. We will explore what can cause different emotions and learn that everyone experiences feelings in different ways. We will develop strategies to manage our emotions and learn when to ask a trusted adult for help. We will also build empathy, kindness and respect by thinking about how others may be feeling.

RE

Exploring different religious events:

- Diwali
- Christmas

Cognition and Learning

Maths - Individualized learning activities

Number knowledge:

In Maths, we are developing our understanding of numbers, counting and early mathematical concepts through practical and engaging activities. We will use Makaton and communication to support understanding, encourage participation and help us express our mathematical thinking. We will develop our confidence in recognising, matching and using numbers and mathematical language. We will also build independence, problem-solving skills and confidence when exploring maths in everyday situations.

Time: Students will be able to use daily schedules / now and next boards to show an awareness of what is happening throughout the school day.

Reading - Sensory story sessions:

The Lion inside by Rachel Bright: All about me- A book about finding your inner voice!

The Rainbow Fish by Marcus Pfister: A story about a colourful fish and finding friends.

Ollie's Christmas reindeer by Nicola Killen's: A Christmas story with a magic reindeer.

Twas the night before Christmas by Clement-Clarke Moore: Getting ready for Christmas and working on the different senses.

Individualized timetables for guided reading, or students to be read to by a staff member.

Geography

Exploring our local community.