

Physical and Sensory

PE

Trampoline - Control, coordination, balance and following simple instructions.

Ball games - Hand/eye coordination.

Local community walks - exploring the community (National trust places) and working strength, balance and co-ordination when playing.

Swimming - Coordination and muscle tone.

Full body workout. Swimming uses all the muscles in the body.

Therapies

Hydrotherapy therapy - Therapeutic input to reduce overall anxiety and stress

Pet therapy - Group sessions with Rocky the school therapy dog.

Light and Sound therapy - Sensory exploration using lights and sound.

Music Therapy - To develop and facilitate communication skills, improve self-confidence and independence, and improve attention skills.

Occupational Therapy - To enable students to participate in everyday activities, including the development of strategies to support sensory regulation.

Art

Sensory Art based on 'The Little Seed' (Spring 1) and 'The Snail and the Whale' (Spring 2)

Life skills

Cooking

Sensory cooking with lots of opportunities to explore, feel, smell and taste the ingredients.

Travel Training

Go on a journey regularly using the college minibus and local buses.

Puberty and Hygiene

Working on individual personal care and hygiene targets.

Shopping

Understanding the need to exchange money for items and using a shopping list.

Communication and Interaction

Employing a Total Communication approach

Active learning based on *individual communication targets*.

Social Use of Language Programme to encourage following simple *instructions*, making simple *requests and relaying information*.

Attention Autism sessions to primarily teach students to focus, sustain and shift attention and to follow an adult agenda.

Sensory stories teach students to respond in a variety of ways to what they see and hear. To enable students to express and communicate their ideas, thoughts and feelings through movement, vocal and non-vocal participation.

Working with the **SALT** team on Individual student targets, with a focus on PECS, Aided Language Boards (ALBs), Makaton, Objects of Reference & Speech.

3CB Autumn Term 2024

Spring 1 - Non-Fiction

Spring 2 - Mini beasts

QUEST/Community visits

Exploring the local community.

Following simple *instructions*.

Making simple *requests*.

Working on individual *communication targets* in the community.

Building on *social skills*.

Learn how to be safe in the community - Who to ask for help.

Trips

- Parks
- Garden centres
- Library
- National Trusts
- Cafes

Social and Emotional

Lots of opportunities to *socialise* in class, across the college and in the community.

PSHE

Emotions - Supporting **emotional wellbeing through the use of zones of regulation**.

My body - The focus will be on public & private activities & parts of the body

Play skills - The students will be working on taking turns, learning how to wait and using ALBs to request that they want a turn.

RE

Exploring different religious events:

Buddhist: Mahayana New Year and Easter.

Cognition and Learning

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Functional Numeracy (Individualised work)

Number - Counting reliably up to 20,

Ordering numbers from 1- up to 20.

Finding a total of two groups by counting all of the objects.

Time - Ordering events (scheduling) Now and Next.

Using 'time' words (first, next, then, after that, last of all).

Money - Be able to match or identify a variety of coins.

Recognise that money is used to pay for items.

Shape, space and Measure - Measuring and weighing items during cooking. Identifying/ matching shapes. This will be our focus topic in Maths this term.

Reading

My Pet Goldfish. By Catherine Rayner

A First Book of Nature. By Nicola Davies

Aaaarrgghh, Spider! By Lydia Monks

The Snail and the Whale. By Julia Donaldson

Geography

Understanding the communities, we live in.