**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**.

**Public/ Private –** What students can and cannot do in public spaces.

**Body parts –** Learning the key body parts to support body awareness.

**RE**

Exploring different religious events:

* Chinese New Year, Shrove Tuesday, Lent, and Easter

**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 SALT targets, with a focus on PECS, Aided Language Displays (ALDs), Makaton and Speech.

**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*** - Individual 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 pirates (Spring 1) and magic and dreams (Spring 2).

**Cognition and Learning**

**Cognition and Learning**

**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.

**Reading**

“Pirates love underpants” by Claire Freedman and “Peter Pan” by James Matthew Barrie (Sensory stories)

“Pirates” by Julia Donaldson (shared text) reading to for enjoyment.

Geography

Understanding the communities, we live in.



**3CB SPRING Term 2023**

**Spring 1- Pirates**

**Spring 2- Magic and Dreams**

**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

**Life skills**

**Cooking**

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

**Shopping**

Exploring all the necessary skills needed for a supported shopping trip.

**Travel Training**

Go on a journey regularly using the college minibus.

**Puberty and Hygiene**

Working on individual personal care and hygiene targets.