

## 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 The colour Monster (Autumn 1) and Happy Ever Afters (Autumn 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 SALT targets, with a focus on PECS, Aided Language Displays (ALDs), Makaton and Speech.

## **3CB Autumn Term 2024**

### **Autumn 1- Emotions**

### **Autumn 2- Happy Ever Afters**

## 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**.

Supporting students to settle back into college after the Summer.

**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: **Diwali and Christmas**.

## 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**

"Colour Monster"

"Be Mindful of Monsters"

"Frog in Love" by Max Velthuijs

"Into the forest" by Anthony Browne

### **Geography**

Understanding the communities, we live in.

