

English/ My Communication

- To listen and take part in the story: 'The Smeds and the Smoos' and respond to appropriate level.
- To learn key words related to the story
- To sequence parts of the story and answer questions related to the story.
- To recognise functional words in different contexts.
- To develop attention and communication skills through Attention Autism
- To use their AAC consistently and with increased independence.

Reading

- To take part in different reading programmes depending on their learning style: phonic reading, flash card programme, pictures and symbol or guided reading.
- Reading for pleasure: visits to the school library



Space and Time

Maths/ Thinking and problem solving

Formal curriculum:

- Comparing the sizes and shapes of objects found in space, developing their understanding of spatial relationships.
- Identifying and describing the properties of 2D and 3D shapes.
- Exploring concepts of time through activities related to time travel, transport, and interpreting timetables.

Informal and semi-formal:

Pupils will develop problem-solving skills by recognizing and identifying problems, identifying opportunities, and demonstrating awareness of when to seek help or take appropriate action.

Science/Exploration

- To explore and identify different types of rocks and their properties through hands-on activities.
- To understand basic concepts of Earth and space, including the Earth's position in the solar system and its features.
- To build connections between rocks, Earth, and the natural world through observation and exploration.
- To explore new foods and textures through hands-on cooking activities, promoting sensory exploration, independence, and learning about healthy eating.

My Physical wellbeing

- To develop an understanding of mental health and strategies to support their emotional well-being.
- To participate in sensory circuits to enhance self-regulation and focus.
- To engage with personalized sensory diets to meet their individual sensory needs.
- To incorporate movement breaks, including running and walking, to promote physical and mental well-being.

Topic/ World around us

Formal, semi-formal and Informal:

- **Geography:**

Informal and Semi-formal: To explore Planet Earth and the concept of night and day by observing and identifying elements in the sky, such as the moon, planets, the sun, and stars, through sensory exploration and hands-on activities.

Formal: To explore Planet Earth's position within the solar system, identify and investigate the 9 planets and their key characteristics, and understand the concept of the Milky Way and its role as our galaxy in the universe.

- **History:**

Informal and semi-formal: To explore changes within living memory by comparing routines at home and school to past practices, investigating past events through visual media and photographs, recalling personal experiences, and participating in events or trips that involve dressing up and simulating historical experiences to enhance historical understanding and context.

Formal: To understand changes within living memory by exploring the concept of time using the clock, recognizing personal events from yesterday, last month, and last year, exploring the life cycle and growth, and identifying different places experienced as we grow and their connection to our personal histories.

- **Topic (formal, semi-formal and informal):**
 - to explore the concept of change over time through activities on history, recycling, and digital photography, and enhance their learning through trips and visits that provide real-world experiences
 - To engage with a sensory-based story inspired by The Nutcracker by exploring sights, sounds, and textures to enhance sensory awareness and storytelling experiences.

PSHE/RSE/Independence:

- **RSE (Formal):** Pupils will develop an understanding of relationships and managing emotions, with opportunities to explore themes of diversity, inclusion, and respect, including those related to LGBTQ+ identities.
- **PSHE (Formal, semi-formal and Informal):** to explore the concept of relationships by understanding self-love and self-care, identifying their interests and motivators, recognizing the importance of personal boundaries through inner and outer circles, learning about their family tree, and gaining an awareness of consent and age-appropriate relationships.

Informal curriculum:

- **My independence:** Pupils will develop independence and communication skills by practicing dressing and undressing, engaging in personal care routines, participating in Intensive Interaction activities, and building focus through Attention Autism sessions.