

Social and Communication

Specialist speech and language sessions using picture exchange communication system (PECS). PECS continuously used throughout the day in all sessions. Developing communication skills is a priority in class 12.

Snack sessions are vital as children are very motivated by food. Sessions are set out like a café so children have to travel, wait and communicate to receive preferred snack.

Children will be developing picnic skills during afternoon snack time when sunny. This will happen in outdoor field.

Two / three times a week trips out –

Walk to Timperley Village fruit shop - improve walking skills and encourage children to develop understanding of community rules, routines and values. – Requesting using PECS symbols.

Friday bus trip out – ‘Deep Dark Woods’ Gruffalo theme visits out. Woods/ gardens visited will vary.

Visit to the park and picnic – integrate with community, develop understanding social rules and travel with PECS books. Children will sit on blanket in field.

Gruffalo Picnic/ tea party take place in school end of term. Class 12 parents invited.

Areas in school

Children will participate in ‘busy jobs’ using PECS to request items / things we need from other classes and areas in school.

Children to use PECS to request in Sensory, Rumpus and outside areas. Expectations differentiated depending on child.

Provide opportunities for intensive interactions and participate in TACPAC sessions at least once weekly.

All children will have specific activities planned relating to EAP targets including trialling lego therapy and imitation drills.

The Gruffalo –

Our favourite books

Children will focus on The Gruffalo story book by Julie Donaldson. This will be differentiated into a class 12 reading book containing PECS symbols, songs and tickle games. We will also use puppets.

The story will be accessed through cross curricula learning and differentiated to suit the children’s individual learning needs.

ICT will be frequently used to teach aspects of this theme.

Science

Children will begin to develop a basic understanding of forces such as push and pull and use visuals such as up and down. We will begin use school garden to plant seeds.

Geography

Visit different areas of the community including woodland areas.

D&T

Cooking – Children to focus on developing fine motor skills through chopping varied ingredients, mixing, spreading and rolling.

Continue developing chopping skills:

- Fruit salad
- ‘roasted fox’
- ‘Owl ice cream’
- ‘Scrambled snake’
- ‘Gruffalo crumble’

Literacy

Reading: Class made Gruffalo PECS books. Children can comment on using PECS sentence strip differentiated to suit individual child. Goal will be to share story book and child be actively engaged in the retelling of a story. – Differentiated depending on child.

Writing/ mark making:

- Mark making booklets placed in independent work baskets and/or individual work activities.
- Scrimbling and write dance.
- Writing names and numbers – differentiated dependent upon child.
- Tasks to improve finer motor skills.

Specific tasks in individual baskets relating to EAP targets which all differ dependent upon child.

SRE

(Year 5 / 6 only with parents consent.)

Explore and develop basic understanding of gender through use of PECS:

Am I a boy or am I a girl ?

Maths

Group time: Number songs, regular counting practice and number/numicon matching / recognition.

Individual Work: Specific to current EAP targets.

Music

Listening to and playing different instruments.

‘Can you find the drum?’

Continue to explore different dynamics with a variety of instruments.

Art & Design

Mark making – Explore and experiment using different media
Focus on collective collage and print making.
Nature collage using items found on Gruffalo trail.