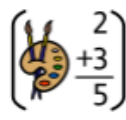
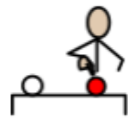




Our



topic



this



term



Magic



and



the circus!



Lime Class

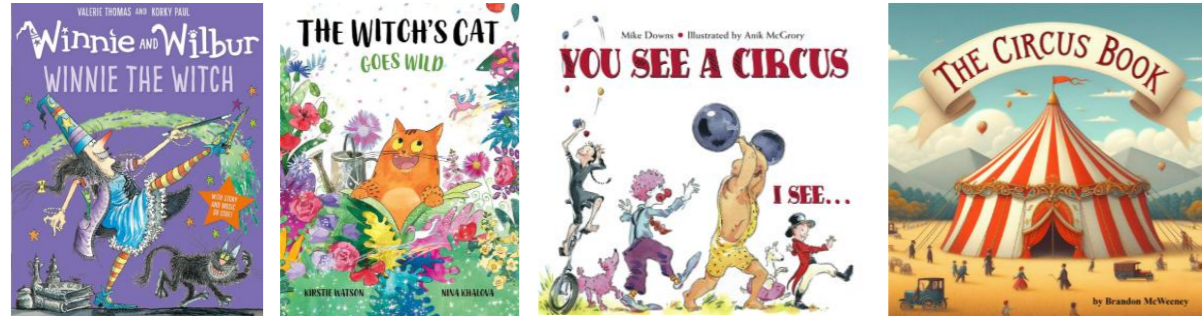
Communication and Interaction

Sensory Stories, Intensive Interaction; Attention Autism, TACPAC, Interactive Games and Songs

Attention Autism

TACPAC

Sensory Stories: with focus on magic (mystery and suspense) and shared attention and intentional interaction,



Week 1 The Big Top Tent,

Some children may begin to show realisation by intentionally repeating symbol or choices to gain a response from an adult.

LO: To develop attention and awareness through a shared sensory story experience.

shared reading with the story Spot goes to the Circus, establishing attention with shared adults for children on small group or 1:1. Adults demonstrate with props and PECS symbols. Children reach which PECS symbols are being used and then reach a prop to go with a PECS symbol. Children can then repeatedly call on items using PECS symbols.

Key words and PECS symbols: tickets, popcorn, dog, Circus, go, wait, stop.

Children can then mark make their favourite part of story or match using correct PECS symbols.

Props needed: Tickets, small popcorn, toy dog, fabric for big tent or parachute,

Adult modelling: Sit at child's level, say one word at a time, slowly, show the PECS symbol and matching prop at same time. Hand prop to child wait 10 seconds before carrying on with story, unless child initiates with PECS symbols.

Week 2 Clown Faces in Spot goes to the Circus.

LO: To develop interaction through exploring and responding to facial expressions from the story.

Shared reading with children on funny Clowns pages, Using exaggerated tone and facial expressions that clowns would use. Props needed, silly hair, face paint, noses. Mirrors,

Children will then try and engage adult responses using mirrors, picking intentional PECS symbols to match faces of each other, Children may also pause and wait for adult response before repeating an expression.

Props needed: funny faces, red noses, clown faces, silly hair, mirrors, face paint.

PECS symbols: happy, sad, Clown, silly, nose, hair,

Adult Modelling: Adult and child sit at same level, model funny face and use PECS symbol to label it, If child responds label and copy. Copy what the child does back to show engagement in turn taking. Use PECS symbols to match items, faces and props.

Week 3 Acrobats and Balance

LO: To use action symbols to communicate and represent movement

Children to turn take in movement through communication my turn and your turn. Adults will read the story on Acrobats and then slowly exaggerate movements that acrobats might do, Children are then invited to copy the adult afterwards. Children then pair the PECS symbol with the movement they have done.

Props Needed: Funny trousers, (engagement) small stilts, things to balance on sticks.

PECS Symbols: Up, Down, Jump, Stop, Stretch, Balance. Stand.

Adult modelling: Show PECS symbol, then create action, wait for response from child, if child copies, praise and repeat. Help children identify PECS symbols to match.

Cognition and Learning

Shape, Number and Colour

Week 1. The Big Top Tent

Cognition focus: Big, small colour.

LO: To explore big and small objects as well as red and white object in sensory trays.

Children are counting big objects and matching them with PECS symbols for big and small. Children are also counting the objects and matching with the PECS symbol and number.

PECS symbols: Big, small, numbers 1-20, red, white.

Literacy: Children to create a sentence linked to objects they have seen in the sensory trays. I see..... or Use PECS symbols to make a sentence from a picture.

Adult modelling: Adult to model big and small and place them in two separate trays. Adult to then count objects and match each tray with PECS symbol. Children can then say or write on a whiteboard, their sentence, for non verbal children use colourful semantics symbols.

Week 2 Bright shape sorting

LO: To explore and match brightly coloured objects to pictures, children count and takeaway objects to solve maths problems up to 20.

PECS Symbols: Orange, blue, red, yellow, green, numbers 1-10.

Children to match red objects to red trays, children count the objects and solve problems to 25.

Literacy: Children to use descriptive words to match one of the objects to colour or size.

E.g.: The train is

The boat is

Adult modelling: Adult models 5 of the same objects into a tray using pecs symbols to show what is in the tray. Adult then removes one. Asks the child to say or select the correct symbol. Adult then models a simple sentence about the tray. Children create their own.

Week 3 counting, balancing objects

LO: To explore number through repeating actions., jumping, running, rolling. Playing Simon says.

Children engage through repetition eye gazing and watching. Children recognise movement and link these to the number of times they can follow.

PECS symbols: 1-10, stop, more, jump, roll, bend, reach,

Literacy: To mark make a sentence to represent an action and a number. **I can jump..... times. Again and stop.**

Adult Modelling: Adult to select a PECS symbol for an action, and then a number and then moves that amount of times. Children then are offered a turn. Choosing action card first and then number of times.

Week 4 shapes

LO: To explore and recognise shapes through repeated visual experiences.

PECS Symbols needed: Stars, circle, square,

Literacy: Children to mark make a sentence about a shape of their choosing. **I see a**

Adult modelling: Adults to reveal shapes one at a time, slowly, exaggerated faces.

Week 5 Same and different objects.

LO: To notice and respond to similarities and differences between objects.

PECS Symbols: big, small, longer, shorter, colour.

Literacy: Simple sentence showing change, it was blue now it is

Adult Modelling: This is the same, this is different because choose a PECS symbol to match....

Week 6 One and again

LO: To use words or symbols to communicate choices.

Week 4 Meg and Mog Magic Chants and Spells

LO: To say or use symbols from Meg and Mog’s spells.

Children will look and try and repeat words from the story and engage in meaningful play through using the props. Children who are non-verbal can match the symbols to specific words in the spell or chant.

Props needed: Owl, Witch doll, cauldron,

PECS symbols: Magic, spell, Owl, Cat, Go, Stop.

Adult modelling: Say the spell from the story Meg and Mog slowly using the props to match, pause and look at children before saying final words building anticipation.

Week 5 Meg and Mog Magical Accidents

LO: To begin to anticipate change in familiar routines, re read meg and mogs story magical chants but make mistakes in words or PECS symbols,

Children will then begin to identify what went wrong? Children can model surprise, worry, confused, through PECS symbols.

Props needed: Owl, Witch doll, cauldron,

PECS symbols: Magic, spell, Owl, Cat, Go, Stop. Confused, Worry, Surprise,

Adult Modelling: Begin with familiar start of magic chant from story, change words and use expressive tone Uh Oh..... Somethings gone wrong. Repeat sequence and watch for engagement from children.

Week 6 Spot goes To The Big Circus Show

LO: To make choices and initiate responses to sensory stories Meg and Mog and Spot Goes to the Circus.

Children to select their favourite props from the stories by using PECS symbols and taking these to adults after the story.

Props needed: All throughout the term

PECS symbols limit to 6 for children

Adult Modelling: Adult to read story, then children select the props they would like to interact with through PECS selection.

PECS Symbols: One, again, more, stop, my turn, your turn,

Literacy: Children can place PECS symbols in an order to make a short sentence for example. One ball, my turn stops.

Adult Modelling: Adult picks up one object and matches it to a symbol showing the child, symbol and object. She then models the sentence One Ball. Then allow the child to choose their object and how many there are.

Physical Development

Being Active, Gross Motor, Fine Motor and Physiotherapy Programmes.

Week 1 The Big Top Tent

LO: To attend and explore physical sensory experiences

Gross Motor – crawl under parachute, roll under parachute

Fine Motor – Grasp and release, scrunchies, squeeze toys

Letter formation – Make large up and down movements on chalk and in books.

Week 2 Clown Faces

LO: To engage with others through visual and tactile interaction.

Gross Motor: Copying facial expressions and clown movements through large, exaggerated movements.

Fine Motor: Tearing, sticking, cutting.

Letter Formation: Large circular mark making.

Week 3 Acrobats and balance

LO: To join in repeated movements activities and represent actions.

Gross Motor: Balancing, jumping and rolling.

Fine Motor: Handling, balance props, threading.

Letter formation: Zigzag and diagonal patterns.

Week 4 – Magic and Spells

LO: To explore patterns and shapes through controlled movement and mark making.

Me and My Body

Understanding Emotions, PSHE, Sensory Integration, Massage, Rebound and Exploring Foods

Week 1 The Big Top Tent

Massage – : LO To encounter calm touch on shoulders and arms through massage.

Exploring Foods –LO: To explore popcorn through shaking, touch and taste.

Sensory Integration – LO: Moving under large parachute, using this as a calming activity, pause and be able to turn take by going under and over the parachute.

Week 2 Clown Faces

Massage – : LO: To explore touch on our faces and hands. Gentle massage on hands and faces, children can use mirrors to see what happens to their faces when touch is applied on face and hands.

Exploring Foods –LO: To explore soft food textures such as bananas and yoghurt. Exploring soft food textures by touch, using utensils, and taste.

Sensory Integration – LO: To become aware of sensory imitation through using clown face paint, noses and hair, using a mirror to add more or less to their clown faces.

Week 3 Acrobats and balance

Massage – : LO: To explore touch on arms and legs and through movement and balancing on different textures.

Exploring Foods – LO: To explore crunchy foods, crackers, apple slices, biscuits.

Me and My World

Creativity, The World Around Us, Community Engagement, Being Outdoors, Animal Therapy, Cultural Enrichment.

Week 1 The Big Top Tent

Cultural enrichment: LO: To explore circus tents from around the world and the people who perform in the tents.

Being Outdoors: LO: To create a big top tent using a parachute and children to sit underneath and create movements underneath.

Creativity: LO To Decorate a large circus tent picture as a collage selecting their own colours and materials.

Week 2 Clown Faces

Cultural enrichment: LO: To explore different pictures of clowns and to talk about what clowns do to make people laugh.

Being Outdoors: LO: To explore using mirrors and exaggerated movements of clowns, by watching clowns and copying their movements.

Creativity: LO To Create their own clown faces using paper plates, wool, red noses.

Week 3 Acrobats and balance

Cultural enrichment: LO: To explore acrobats through pictures and objects that acrobats use to balance.

Being Outdoors: LO: To engage in balancing bean bags on our heads and balance through walking on chalk lines.

Gross Motor: Large arm and wand movements, up, down and circular movements with a pretend wand.

Fine Motor: Tracing shapes in sensory trays.

Letter formation: Linking and following patterns of shapes.

Week 5 – Same and Different

LO: To notice change and make simple comparisons within activities.

Gross Motor: Carrying and sorting big/small objects.

Fine Motor: Using different pressures and tools.

Letter formation: comparing uppercase and lowercase lettering.

Week 6 One and Again

LO: To communicate a choice and repeat actions independently.

Gross Motor: Choosing and repeating movements.

Fine Motor: selecting brushes or pens to make movements

Letter formation: Writing our full name and saying our full name in case of an emergency.

Sensory Integration: LO: To explore whole body movements through a sensory circuit routine with gym balls.

Week 4 – Magic and Spells

Massage – : LO: To explore a calming massage with gentle soft objects such as a fan and feathers.

Exploring Foods – LO: To explore colourful foods such as jasmine rice, sticky rice.

Sensory Integration – LO: Explore light and dark in small black tents and darkened rooms.

Week 5 – Same and Different

Massage – : LO: To explore and choose between more pressure and less pressure on arms, shoulders and legs.

Exploring Foods –LO: To explore same and different foods. Sticky rice and not sticky rice.

Sensory Integration – LO: To explore sticky rice through touch and taste

Week 6 One and Again

Massage – : LO To massage our feet one at a time.

Exploring Foods – LO To explore foods and choose between them using PECS symbols,

Sensory Integration – LO To create their own playdough or slime.

Creativity: LO To create large zig zag lines and large movement marks for children to walk along

Week 4 Magic and Spells

Cultural enrichment: LO: To explore simple magic objects that disappear and reappear, objects that change colour, Children can also watch simple magic trick routines such as a bunny from the hat.

Being Outdoors: LO: To explore different sounds through a walk in forest school.

Creativity: LO To create their own magic wand, using sticks, foil, and ribbon.

Week 5 Same and different

Cultural enrichment: LO: To explore same and different routines from the circus what has changed and what has stayed the same.

Being Outdoors: LO: To sort large and small leaves and sticks from our Forest School.

Creativity: LO To create two paintings one that is the same and one that is different.

Week 6 One and Again

Cultural enrichment: LO: To create our own circus show using small stick puppets.

Being Outdoors: LO: To create their own sensory circuit through choice board of activities, such as star jump, walking, running, scooting.

Creativity: LO To Create their own collage of magic objects.