

PLEASE ALSO SEE CHILDRENS INDEPENDENTIVIDUAL EHCP SMALL STEP TARGETS.

	<p>engage the Children in the carpet sessions.</p> <p>The carpet sessions allow time to work on the children’s independentividual EHCP targets – please see targets on wall in the classroom.</p> <p>Targets may include: I can sit, listen and attend to an activity. I can fill in pauses I can sit appropriately and wait my turn. I can make simple predictions. I can share attention with a group.</p> <p><u>Children’s Activities</u> EACH CHILD HAS AN INDEPENDENTIVIDUAL ACTIVITY LINKED TO THEIR ABILITY.</p> <p>Group 1 - To match symbols</p>	<p>engage the Children in the carpet sessions.</p> <p>The carpet sessions allow time to work on the children’s independentividual EHCP targets – please see targets on wall in the classroom.</p> <p>Targets may include: I can sit, listen and attend to an activity. I can fill in pauses I can sit appropriately and wait my turn. I can make simple predictions. I can share attention with a group.</p> <p><u>Children’s Activities</u> EACH CHILD HAS AN INDEPENDENTIVIDUAL ACTIVITY LINKED TO THEIR ABILITY.</p> <p>Group 1 - To match symbols</p>	<p>engage the Children in the carpet sessions.</p> <p>The carpet sessions allow time to work on the children’s independentividual EHCP targets – please see targets on wall in the classroom.</p> <p>Targets may include: I can sit, listen and attend to an activity. I can fill in pauses I can sit appropriately and wait my turn. I can make simple predictions. I can share attention with a group.</p> <p><u>Children’s Activities</u></p>	<p>engage the Children in the carpet sessions.</p> <p>The carpet sessions allow time to work on the children’s independentividual EHCP targets – please see targets on wall in the classroom.</p> <p>Targets may include: I can sit, listen and attend to an activity. I can fill in pauses I can sit appropriately and wait my turn. I can make simple predictions. I can share attention with a group.</p>	<p>engage the Children in the carpet sessions.</p> <p>The carpet sessions allow time to work on the children’s independentividual EHCP targets – please see targets on wall in the classroom.</p> <p>Targets may include: I can sit, listen and attend to an activity. I can fill in pauses I can sit appropriately and wait my turn. I can make simple predictions. I can share attention with a group.</p> <p><u>Children’s Activities</u> EACH CHILD HAS AN INDEPENDENTIVIDUAL ACTIVITY LINKED TO THEIR ABILITY.</p>	<p>engage the Children in the carpet sessions.</p> <p>The carpet sessions allow time to work on the children’s independentividual EHCP targets – please see targets on wall in the classroom.</p> <p>Targets may include: I can sit, listen and attend to an activity. I can fill in pauses I can sit appropriately and wait my turn. I can make simple predictions. I can share attention with a group.</p> <p><u>Children’s Activities</u> EACH CHILD HAS AN INDEPENDENTIVIDUAL ACTIVITY LINKED TO THEIR ABILITY.</p>
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	<p>To over write letters in different handwriting sets beginning with l/i/t/j. To encourage children to hold the pen correctly.</p> <p>To form the letters correctly.</p>	<p>To over write letters in different handwriting sets beginning with l/i/t/j. To encourage children to hold the pen correctly.</p> <p>To form the letters correctly.</p>	<p>To over write letters in different handwriting sets beginning with l/i/t/j. To encourage children to hold the pen correctly.</p> <p>To form the letters correctly.</p>	<p>To over write letters in different handwriting sets beginning with l/i/t/j. To encourage children to hold the pen correctly.</p> <p>To form the letters correctly.</p>	<p>To over write letters in different handwriting sets beginning with l/i/t/j. To encourage children to hold the pen correctly.</p> <p>To form the letters correctly.</p>	<p>To over write letters in different handwriting sets beginning with l/i/t/j. To encourage children to hold the pen correctly.</p> <p>To form the letters correctly.</p>
Maths	<p>Number system work</p> <p>To say what they see. To count objects. To find independent double of a number. To find independent more than a number To use objects to count.</p> <p>Maths is taught in small group/ short sessions twice a week.</p> <p>The carpet sessions allow time to work on the children's independent individual EHCP targets – please see targets on wall in the classroom.</p>	<p>Number system work</p> <p>To say what they see. To count objects. To find independent double of a number. To find independent more than a number To use objects to count.</p> <p>Maths is taught in small group/ short sessions twice a week.</p> <p>The carpet sessions allow time to work on the children's independent individual EHCP targets – please see targets on wall in the classroom.</p>	<p>Positional language</p> <p>Maths is taught in small group/ short sessions twice a week.</p> <p>The carpet sessions allow time to work on the children's independent individual EHCP targets – please see targets on wall in the classroom.</p> <p>Targets may include: I can sit, listen and attend to an activity. I can give an answer when asked using symbols or a learnt phrase. I can share attention with a group.</p>	<p>Positional language</p> <p>Maths is taught in small group/ short sessions twice a week.</p> <p>The carpet sessions allow time to work on the children's independent individual EHCP targets – please see targets on wall in the classroom.</p> <p>Targets may include: I can sit, listen and attend to an activity. I can give an answer when asked using symbols or a learnt phrase. I can share attention with a group.</p>	<p>To know 2D and 3D (as appropriate)</p> <p>To say the names of 2D shapes. Square/triangle/circle etc</p> <p>To know the names of some 3D shapes</p> <p>Maths is taught in small group/ short sessions twice a week.</p> <p>The carpet sessions allow time to work on the children's independent individual EHCP targets – please see targets on wall in the classroom.</p>	<p>To know 2D and 3D (as appropriate)</p> <p>To say the names of 2D shapes. Square/triangle/circle etc</p> <p>To know the names of some 3D shapes</p> <p>Maths is taught in small group/ short sessions twice a week.</p> <p>The carpet sessions allow time to work on the children's independent individual EHCP targets – please see targets on wall in the classroom.</p>

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	<p>Targets may include: I can sit, listen and attend to an activity. I can give an answer when asked using symbols or a learnt phrase. I can share attention with a group.</p> <p>The session may include short activities with manipulatives to allow the children to show their understanding non verbally.</p> <p><u>Children’s Activities</u> Each child has an independentividual activity linked to their ability. Please see their work books for these activities.</p>	<p>Targets may include: I can sit, listen and attend to an activity. I can give an answer when asked using symbols or a learnt phrase. I can share attention with a group.</p> <p>The session may include short activities with manipulatives to allow the children to show their understanding non verbally.</p> <p><u>Children’s Activities</u> Each child has an independentividual activity linked to their ability. Please see their work books for these activities.</p>	<p>The session may include short activities with manipulatives to allow the children to show their understanding non verbally.</p> <p><u>Children’s Activities</u> Each child has an independentividual activity linked to their ability. Please see their work books for these activities.</p>	<p>The session may include short activities with manipulatives to allow the children to show their understanding non verbally.</p> <p><u>Children’s Activities</u> Each child has an independentividual activity linked to their ability. Please see their work books for these activities.</p>	<p>Targets may include: I can sit, listen and attend to an activity. I can give an answer when asked using symbols or a learnt phrase. I can share attention with a group.</p> <p>The session may include short activities with manipulatives to allow the children to show their understanding non verbally.</p> <p><u>Children’s Activities</u> Each child has an independentividual activity linked to their ability. Please see their work books for these activities</p>	<p>Targets may include: I can sit, listen and attend to an activity. I can give an answer when asked using symbols or a learnt phrase. I can share attention with a group.</p> <p>The session may include short activities with manipulatives to allow the children to show their understanding non verbally.</p> <p><u>Children’s Activities</u> Each child has an independentividual activity linked to their ability. Please see their work books for these activities</p>
Topic	Transition	Transition	Transition	Transition	Transition	Transition
Music	Use the SENICT USB – Andy Pidock Music sessions.	Use the SENICT USB – Andy Pidock Music sessions.	Use the SENICT USB – Andy Pidock Music sessions.	Use the SENICT USB – Andy Pidock Music sessions.	Children leaving to learn their leaving song to perform.	Children leaving to learn their leaving song to perform.

PLEASE ALSO SEE CHILDRENS INDEPENDENT/INDIVIDUAL EHCP SMALL STEP TARGETS.

	<p>Children to attend to the session. Work on their EHCP targets and develop their musical knowledge.</p> <p>Start / stop Fast/ slow Joint attention Turn taking Waiting Developing a sense of rhythm Sharing songs and rhymes Filling in pauses.</p>	<p>Children to attend to the session. Work on their EHCP targets and develop their musical knowledge.</p> <p>Start / stop Fast/ slow Joint attention Turn taking Waiting Developing a sense of rhythm Sharing songs and rhymes Filling in pauses.</p>	<p>Children to attend to the session. Work on their EHCP targets and develop their musical knowledge.</p> <p>Start / stop Fast/ slow Joint attention Turn taking Waiting Developing a sense of rhythm Sharing songs and rhymes Filling in pauses.</p>	<p>Children to attend to the session. Work on their EHCP targets and develop their musical knowledge.</p> <p>Start / stop Fast/ slow Joint attention Turn taking Waiting Developing a sense of rhythm Sharing songs and rhymes Filling in pauses.</p>	<p>Children not leaving to continue with using the SENICT USB – Andy Pidock Music sessions.</p>	<p>Children not leaving to continue with using the SENICT USB – Andy Pidock Music sessions.</p>
<p>Parachute and Lycra games</p> <p>Please see separate plan for details regarding the sessions running.</p>	<p>Shared attention Waiting Turn taking Developing awareness of peers</p> <p>Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Shared attention Waiting Turn taking Developing awareness of peers</p> <p>Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Shared attention Waiting Turn taking Developing awareness of peers</p> <p>Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. more / finished</p>	<p>Shared attention Waiting Turn taking Developing awareness of peers</p> <p>Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Shared attention Waiting Turn taking Developing awareness of peers</p> <p>Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Shared attention Waiting Turn taking Developing awareness of peers</p> <p>Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>

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<p>Fun time / Big moves</p> <p>Please see separate plan for details regarding the sessions running.</p>	<p>Fun time currently working on - Activity 1 sessions</p> <p>Big moves – working from beginning of sessions rocket roll and log roll.</p> <p>Shared attention Waiting Turn taking Developing awareness of peers Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Fun time currently working on - Activity 1 sessions</p> <p>Big moves – working from beginning of sessions rocket roll and log roll.</p> <p>Shared attention Waiting Turn taking Developing awareness of peers Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Fun time currently working on - Activity 1 sessions</p> <p>Big moves – working from beginning of sessions rocket roll and log roll.</p> <p>Shared attention Waiting Turn taking Developing awareness of peers Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Fun time currently working on - Activity 1 sessions</p> <p>Big moves – working from beginning of sessions rocket roll and log roll.</p> <p>Shared attention Waiting Turn taking Developing awareness of peers Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Fun time currently working on - Activity 1 sessions</p> <p>Big moves – working from beginning of sessions rocket roll and log roll.</p> <p>Shared attention Waiting Turn taking Developing awareness of peers Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>	<p>Fun time currently working on - Activity 1 sessions</p> <p>Big moves – working from beginning of sessions rocket roll and log roll.</p> <p>Shared attention Waiting Turn taking Developing awareness of peers Start / stop Make a choice Use single words, learnt phrase or symbols to show a preference/ want. More / finished</p>
<p>Attention Autism</p> <p>Children work on their EHCP targets mainly focused on communication and language.</p>	<p>Stage 1 objects</p> <p>Stage 2 Sawdust and blow</p> <p>Stage 3 Spinner toy</p> <p>Children work on their EHCP targets mainly</p>	<p>Stage 1 objects</p> <p>Stage 2 Sand and shaving foam – make a beach on black paper</p> <p>Stage 3 Spinner toy</p> <p>Children work on their EHCP targets mainly</p>	<p>Stage 1 objects</p> <p>Stage 2 Jelly baff to create sea</p> <p>Stage 3 Spinner toy</p> <p>Children work on their EHCP targets mainly</p>	<p>Stage 1 objects</p> <p>Stage 2 Treasure in a box</p> <p>Stage 3 Spinner toy</p> <p>Children work on their EHCP targets mainly</p>	<p>Stage 1 objects</p> <p>Stage 2 New school/friends</p> <p>Stage 3 Spinner toy</p> <p>Children work on their EHCP targets mainly</p>	<p>Stage 1 objects</p> <p>Stage 2 Goodbye Discovery</p> <p>Stage 3 Spinner toy</p> <p>Children work on their EHCP targets mainly</p>

DSP Class – Summer Term 2 - 2025/26

Topic / Theme – Summertime!

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I can sit and wait my turn. I can repeat vocabulary once modelled. I can take my turn.	focused on communication and language. I can sit and wait my turn. I can repeat vocabulary once modelled. I can take my turn.	Children work on their EHCP targets mainly focused on communication and language. I can sit and wait my turn. I can repeat vocabulary once modelled. I can take my turn.	focused on communication and language. I can sit and wait my turn. I can repeat vocabulary once modelled. I can take my turn.	focused on communication and language. I can sit and wait my turn. I can repeat vocabulary once modelled. I can take my turn.	focused on communication and language. I can sit and wait my turn. I can repeat vocabulary once modelled. I can take my turn.	focused on communication and language. I can sit and wait my turn. I can repeat vocabulary once modelled. I can take my turn.
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