

Specialist Autistic Pathway - Early Years and KS1 Long term Planning Document

Starting Out Specialist Autistic Pathway: Early Years and KS1 Curriculum Sequential Planning




Overview of Topics-Long Term Plan

	Autumn		Spring		Summer	
Year 1 UW Past and Present, People, Culture and Communities The Natural World	Light and Dark		Ice and Snow		Water	
	Fruit and Vegetables		Mud and Rain		Food	
	Hot and Cold		Animals and Insects		Beach	
	Celebrations		Trees, Plants and Flowers		Heat and Sunshine	
Prime Area: My Communication and Language	Developing my communication skills using speech, ALD boards, Attention Autism sessions, Makaton, signing SCERTS and PECs TAC PAC	Continue to develop my communication skills using speech, ALD boards, Attention Autism sessions, Makaton, signing SCERTS and PECs. TAC PAC	Developing my communication skills using speech, ALD boards, signing, SCERTS and PECs Explore and make weather sounds with musical instruments- exploring TAC PAC	Responding to questions about texts and other questions within play Speaking and listening using preferred choice of communication activities Continue to develop my communication skills using speech, ALD boards, signing, SCERTS and PECs Further developing TAC PAC	Exploring non-fiction books – weather Fiction – songs and rhymes about water/ weather/ food focused Water/food role play and small world play Developing my communication skills using speech, Attention Autism sessions, ALD boards, signing, SCERTS and PECs TAC PAC	Exploring songs and rhymes linked to the Sea. Sea role play and small world play. Responding to questions Speaking and listening using preferred choice of communication activities Continue to develop my communication skills using speech, Attention Autism sessions, ALD boards, signing SCERTS and PECs. T
Specific Area: Literacy	<ul style="list-style-type: none"> Reading poems and stories about Light and Dark/Hot and Cold Sensory Stories Mark Making Phonic skills Literacy exploration indoor and outdoor Blanks Level 1 	<ul style="list-style-type: none"> Reading poems and stories about Light and Dark/Celebrations Sensory Stories Mark Making Phonic skills Literacy exploration indoor and outdoor Blanks Level 1 	<ul style="list-style-type: none"> Exploring Fiction and Non Fiction Texts Sensory Stories about Ice, snow, mud, rain Mark Making Phonic skills Literacy exploration indoor and outdoor Blanks Level 1 	<ul style="list-style-type: none"> Exploring Fiction and Non Fiction Texts Sensory Stories Animals/ insects/ Trees, Plants . Flowers Mark Making Phonic skills Literacy exploration indoor and outdoor Blanks Level 1 	<ul style="list-style-type: none"> Reading poems and stories about water and food Sensory Stories about water and food Mark Making Phonic skills Literacy exploration indoor and outdoor Blanks Level 1 	<ul style="list-style-type: none"> Reading poems and stories about the sea – Sensory Stories about the beach/ Summer Mark Making Phonic skills Literacy exploration indoor and outdoor Blanks Level 1
Suggested Texts	<ul style="list-style-type: none"> The Owl Babies The Owl that was Afraid of the Dark 	<ul style="list-style-type: none"> Peace at Last, Shark in the Dark and Whatever next? Christmas Texts Colour based texts Red rockets and rainbow jelly, and Brown bear, 	<ul style="list-style-type: none"> One Snowy Night Stick Man Guess How much I love you in Winter Reading poems about Ice and Snow 	<ul style="list-style-type: none"> Reading Poems and stories about animals and insects What the ladybird heard? We're going on a bear hunt? 	<ul style="list-style-type: none"> Stick Man, Rainbow Fish The Hungry Caterpillar 	<ul style="list-style-type: none"> Commotion in the ocean, Rainbow fish, Hooray for fish, The fish who could wish, Tiddler

		brown bear what do you see?		• That's not my....books)		• Sharing a shell
Specific Area: My Maths	What we are aiming for in Maths					
Number and Numerical Patterns	Exploration of Maths Sequencing and sorting, Pictures and pattern making, Puzzles, Cooking-filling, tipping, combining., Construction, Matching, Play at different levels (sensorimotor,) relational, functional, symbolic, Cause and effect understanding Object permanence, Manipulating, Prepositions and directions, ICT cause and effect, Sorting, switch toys switches, Sabotage					
Fine and Gross Motor Skills	Cognition and Thinking in Maths: More or less during play , Now Next Then ,Big and small, 2D and 3D shape recognition in everyday life, Counting songs, Investigating numicon pieces, 1:1 correspondence ,Matching numerals to amount, Days of the week, months, birthdays, cooking measures non standard					
Suggested maths organisation	Number : ordering numbers and accurate counting, number patterns, number songs and rhymes Counting parts of my body Problem solving Maths across the curriculum both indoors and outdoors	Number songs and rhymes Measure – height, length and positions Exploring numerical patterns Maths across the curriculum both indoors and outdoors Problem solving	Number : addition using numbers up to 10 and number problems Numerical Patterns : shape and patterns, sorting colours Problem solving Maths across the curriculum both indoors and outdoors	Number : number songs and rhymes, counting accurately, matching numeral to quantity and more/less Problem solving – sharing Numerical patterns : Measure – time (days of the week, months of the year, significant events) Maths across the curriculum both indoors and outdoors	Number : addition using numbers to 10 and number problems Numerical Patterns : shape and patterns, sorting colours Problem solving Maths across the curriculum both indoors and outdoors	Number : number songs and rhymes, counting accurately, matching numeral to quantity and more/less Problem solving – sharing Numerical patterns : Measure – time (days of the week, months of the year, significant events) Maths across the curriculum both indoors and outdoors
Continuous Provision EYFS Goals UW- Natural World FM GM PSED FM GM	Warmth (not heat), autumnal colours, crunching sounds, fruit & vegetable	Chill and coldness, darkness (& light), sparkles from bonfires, Christmas songs, smells of Christmas, reflective and shiny colours	Snow and ice, blues, whites and greys, quiet /stillness, cold hard surfaces	Rain and puddles, wind, Easter, eggs, lambs and rabbits, flower scents	Changes in temperature, colours shades of green, bird song, sensory plants	Brightness, sun & heat, colours yellows, reds and green of petals, summer fruits and smells of summer. Ice cream and sand
SMSC Opportunities EYFS Goals UW PSED PD ED FM GM	<ul style="list-style-type: none"> • Children in Need • Music Festival • Autumn • Harvest 	<ul style="list-style-type: none"> • Remembrance • Halloween • World Book Day • Diwali • Christmas Fayre • Bonfire Night • Christmas Pantomime 	<ul style="list-style-type: none"> • Chinese New Year • Burns Night • 100 Hearts - • Valentines 	<ul style="list-style-type: none"> • Spring • Festival of Dance CNY/BN • Easter • Environmental Day • Red Nose Day 	<ul style="list-style-type: none"> • Environment-environmental projects • EID • Police and Fire Brigade -law and people that help us 	<ul style="list-style-type: none"> • Festival of Art • Summer • Summer Fayre-enterprise • Buddhas Birthday
My Creativity EYFS Goals ED FM GM	What we are aiming for in Creativity					
	Creativity Promoted through: Painting/ Drawing - Crafts/ Modelling Singing (Songs, rhymes and poems), Music and Dance					
Creative Opportunities	<ul style="list-style-type: none"> • Exploring Ourselves through movement, dance and song • Printing Vegetables • Explore musical instruments • Poppy Art Explore • favourite colours Harvest Festival / Halloween Art 	<ul style="list-style-type: none"> • Art and craft activities related to the light and dark and festival themes Shadow puppets • Firework pictures and paintings Christmas art and craft 	<ul style="list-style-type: none"> • Art and craft activities – colour mixing with paint, cold colours • Freezing water to create Ice shapes- • Make rain makers 	<ul style="list-style-type: none"> • Art and craft activities – make musical instruments with junk modelling materials • Explore a range of musical instruments • Making pastel colours 	<ul style="list-style-type: none"> • Art and craft activities – weather • Explore and make weather sounds e.g thunder • Shades of green 	<ul style="list-style-type: none"> • Art and craft activities – the sea • Collage to make underwater sea creatures • Hot Colours • Sand Art

Prime Area My Physical and Sensory Development EYFS Goals: Physical Development -Fine and Gross Motor Skills NC P.E	What we are aiming for in Physical and Sensory				
	Fine and gross motor skills development Movement P.E Skills Application within OPAL and Outdoor Learning/ Community Contexts Sensory integration	Fine and gross motor skills development Movement P.E Skills Application within OPAL and Outdoor Learning/ Community Contexts Sensory integration	Fine and gross motor skills development Movement P.E Skills Application within OPAL and Outdoor Learning/ Community Contexts Sensory integration		
My Understanding of the World EYFS Goals Past and Present People, Culture and Communities - The Natural World	What we are aiming for in Understanding of the World				
	<ul style="list-style-type: none"> An understanding of what stage of SCERTS I am e.g. Social/ Language partner and what type and frequency of transactional support I require. How to move from mutual support to self-regulation How to navigate the classroom, outdoors, school and local environment including recognising the routines and sensory associations of each of these. How to access and interact in a natural environment and or whilst outdoors How to reach and respond to feelings, emotions, adults, peers and the environment in which we learn and play. How to respond and interact with the resources I work with including light and sound toys, multisensory environments etc. Being responsive to OT strategies and recognise the benefits of this on my body, emotions and personal well-being. Being curious about learning about me and other people and my environment including within messy play, sensory cooking and early food skills Staying safe- E-safety : health, well-being and lifestyle 				
	R.E: Religious events, festivals, celebrations food-art-music links learning about love, kindness, meditation, Yoga, experiencing spirituality				
	Harvest Festival, Diwali- light Christmas objects of Reference	Easter objects of Reference, Easter and Holi Festival		Eid festival	
	Fundamental British Values: running through all subject areas: democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths				
	FBV Possibilities: Poppy Day/ Remembering, Classroom routines/ expectations Tolerating our environment, friends and adult A walk around police headquarters, making good choices, Celebration of Chinese New Year. Tolerating the wider school environment and public places				
	Careers delivered through Skills, visits and visitors (Partners) and Workplaces.				
	Skills: Communication, emotional regulations, Functional literacy/ numeracy, independence and independent living skills, enterprise skills Visits and visitors: People in; school, the community, police/ fire brigade visitors etc. visits to areas in school gardens, allotment, gym, local community café, shops, leisure facilities. Workplaces: shops, cafes, parks, leisure facilities, cookery room etc.				
Prime Area Myself and Others PSED RSE	What we are aiming for in PSED/ RSE				
	Development of self-confidence and self-awareness; Confidence in the environment; become familiar with adults and peers; confidence in playing indoor and outdoor games/ play moving from solitary to parallel; recognising associated emotions; expression and management of emotions; development of independence skills; role play skills; turn taking and sharing; good relationships with pupils and staff; self-regulation of behaviours; getting ready to transition to TYNE Two or TEES				
	Additional Skills Mutual and self-regulation, Tolerating others and absence of others, Separating for parents / carers/ familiar adults, Critical communication break wait help yes no , , accepting, requesting movement sessions, Seeking support for regulation, Recognising emotions and those of others, Joint and shared attention, Making friends, cooperating, helping others, Follow adult directions, Having own directions acted on and listened to, Accepting boundaries and rules, Recognition of the benefits of TAC PAC, Therapy dog, Rebound SCERTS				
My Living Skills EYFS Physical Development PSED Fine and Gross Motor Skills	Target Areas Food and Feeding, Tidying, Dressing, Personal Hygiene, Transitions, Physical Development (gross and Fine Motor Skills)				
	What we are aiming for in My Living Skills				
	Feeding tolerating, allowing cooperating, Food Play and sensory food cooking, helping at mealtimes, Self-help skills drinking from a cup, using cutlery., Toileting-cooperation, assistance, awareness, independence, identifying belongings and looking after them, Dressing and undressing, Personal hygiene and oral health, supported in toileting to being independent, Independent critical thinking e.g., wellies when raining. Transitioning well around school with increasing independence, Accessing areas in school splash, sand, soft play, sensory rooms, Swimming response to danger, Asking for				

Communication	help, being confident Out and about on trips, Following routines and contextual cues benefitting from appropriate Transactional support, benefitting from Outdoor Learning knowing how to Climbing, swinging, jumping etc.
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Specialist Autistic Pathway Influence and Influencers All Phases		 Durham Trinity School & Sports College <small>Nurture, Believe, Thrive, Succeed</small>		
Local Influence and Influencers				
My Physical and Sensory Local influence &Influencers	People <ul style="list-style-type: none"> • Tanni Grey Thompson • Steph Haughton • Jill Scott • Alan Shearer Shearer • Allison Curbishley 	Places <ul style="list-style-type: none"> • Chester Le Street Soft Play and Pool • Swalwell, CLS, Wharton, Seaham, Herrington, Hardwick Parks • Tim Lamb Centre • Alan Shearer Centre 	Events <ul style="list-style-type: none"> • Youth Sports Trust Events • Sponsored Fun Runs e.g Elf Run 	
My Creativity Local Influence and Influencers	People Local Artists artists/ Crafters/ Photographer <ul style="list-style-type: none"> • Norman Cornish The Pitmen Painter inspired by Durham’s Industrial landscape and life • Ted Harrison Durham Born Artist full of colour • George Taws- South Shields Water Colours and Seascapes • Stephen Ward/ Stuart Fischer- Durham Architectural Paintings • Geoff Lockey Contemporary Artist • Jenny Ulyatt, Artist • Lisa House , Contemporary Abstract Artist • Renata Plachta, Botanical Artist • Sarah Dalton, Pennines Ceramicist • Karen Dale -, Handmade Felt Artist • Arnie Atkinson • Richard & Barbara Gilbert, Photographers landscape patterns 	People Music <ul style="list-style-type: none"> • Alan Clarke • Emile Sande • Little Mix • The Animals • Thomas Allen • Lindisfarne • Lesley Duncan • Liam Howe • Sam Fender 	Places <ul style="list-style-type: none"> • Tin Arts Framwellgate • Sculpture Trails Chester le Street • Sculpture Trail Durham City • Angel of the North • The Gala Theatre • DLI Grounds • Crook Hall • Washington Hall • Hardwick Hall Trails • Viewpoints around area e.g Peshaw Monument • Gibside • Botanic gardens • Ushaw Tails and Art Gallery 	Events <ul style="list-style-type: none"> • Dance Festivals • Tin Arts Fram • Rick James -Musician • Rachel Graham -Dancer
Local Influence and influencers Knowledge and Understanding	People <ul style="list-style-type: none"> • Anne Fine (Patron of Reading) • Reverend Caroline Dick • Bishop of Durham 	Places <ul style="list-style-type: none"> • Haystax Inclusive Farm • Botanical Gardens • Crook Hall • Waldrige Fell • Aldi/ Sainsbury/ Tesco/ COOP • Costa • Peshaw Monument Church visit Harvest • Fire and Ice Festival 	Events <ul style="list-style-type: none"> • Christmas/ Easter Visit to Church • Pantomime • School Assemblies • School Performances 	



- Luminaire Festival
- Aykley Heads Police Station