

### Functional English

**Key Books:** Our planet there's no place like Earth (Stacy McNulty)/ The mess we made (Kathryn Hahn)/ I choose to reduce, reuse and recycle (Elizabeth Estrada)

**Writing:**

- Posters for school about eco ideas: recycling/litter picking/ saving electricity
- Using the ipads/ laptops to type out sentences about healthy eating/healthy choices
- Building sentences about why our planet is changing: pollution/endangered animals/climate& weather

-CVC word writing and simple sentences

**Reading/Communication & Interaction:**

- Recognising logos for different places and for different processes (recycling)
- Exposure to nonfiction books about our big idea
- Communicating about things they see using communication boards
- Reading for pleasure

-1:1 reading books (stage appropriate)

-Shared reading of key books/ symbol sentences on PowerPoint presentations

-Choice boards for colours and resources during instruction following tasks

**Understanding:**

-Following instructions to make things for Earth Day celebrations

-Negative concepts/Conceptual understanding

Individual speaking targets set as on EHCP using Total Communication approach

**Stage appropriate phonics**

### Functional Maths

Pupils will engage in activities that are stage appropriate and that link to the targets within the EHCP's.

**Number:**

**Semi-formal: Calculating- Number through community participation**

- In real life contexts finding one more and one less than a given number
- Practical addition: combining sets of objects to find out how many
- Exploring subtraction: removing one amount from another to find out how many are left

**Formal: Number and place value within 100**

- Counting back from any given number within 100
- Counting in multiples
- Use the language of: equal to, more than, less than (fewer), most, least
- Given a number identify ten more or less

**Topical Maths:**

**Semi-formal - Space- Position, direction, patterns and symmetry**

- Naming shapes in the wider world (2d/3d)
- Understanding positions through words alone
- Describing familiar routes
- Ordinal numbers
- Creates patterns using objects, numbers and shapes

**Formal - Time**

- Tell the time to the hour, half past the hour and beyond
- Drawing hands on clock faces to represent times
- Sequence events in chronological order using language

### Understanding the World

**Key Dates:**

- 22<sup>nd</sup> April- Earth Day
- 22<sup>nd</sup>-24<sup>th</sup> April- Bendrigg Lodge Residential
- 9<sup>th</sup> May- World Fairtrade Day

**Science with Trish:**

**Exploring Electricity and its uses**

Can identify objects that use electricity in the community.

Looking at different sources of power, for example - Solar panels, Wind turbines, Pylons, Windmills

Going out into the community and identifying where these are and what they need to get the energy for example - wind, sun, water

**Humanities with Trish:**

**Geography focus - People cultures and communities - Our changing planet.**

-Explore the world being made up of land/sea

-Considerations to animals and the habitats they live in

-Melting ice caps exploration activity considerations to climate/animals

-Water pollution exploration activity considerations to animals

-Land pollution sorting activity and considerations to recycling

**Technology with Ruth:**

This half term we will be looking at using different programmes on the iPad. We will be creating a simple poster about ourselves and sorting items on the screen.

Some of us will also be adding texts to the pictures on our posters. Throughout all our subjects we will be focusing on navigating search engines.

### Physical Development

**PE with Nathan- Topic: Games**

In this topic, students will be practicing and further developing their fundamental movement skills by playing a variety of games. They will also learn how to work as a group, take turns, keep score, play against opponents and play by the rules. If appropriate, students will also have the opportunities to explore different roles within PE, including how to equipment safely and referee games.

**Bendrigg Lodge-** Pupils that are attending Bendrigg Lodge will engage in archery, climbing, indoor caving, orienteering, tube slide and biking activities throughout the time they are there.

### Preparing for Adulthood (PFA)

**Accessing the community:**

**Tuesday PM:**

**Shopping for Bendrigg Lodge/ Litter Picking/ Visiting Southport Hospital Café**

- Pupils will be following a shopping list to gather resources to take to Bendrigg Lodge (21.04)
- Litter picking in local learning area after planning routes on google maps
- Visiting Southport Hospital Café to gain exposure to hospitals and what we might see there/make choices when out in the community

**Wednesday AM:**

**Biking in school**

**The class group will be split into two smaller groups.**

Biking Group: Road awareness and safety, basic traffic signals

**Friday AM:**

**Enrichment- Bushcraft- Shelter Making in school**

Pupils will have opportunities to build shelters using different resources (bedding, tarpaulin, pegs, poles, etc).

Pupils will also build skills around erecting small tents using connective poles.

**PfA sessions (twice weekly)**

**E- Healthy Lifestyles:**

- Considering what we like to eat/ take part in a rainbow eating challenge/ develop knowledge around healthy swaps and choices
- Taking care of physical health: sleep
- Taking care of physical health: medical

**D- Managing Feelings and Behaviour:**

- Quality of life: Meaningful relationships
- Kind and unkind behaviours

Personal Care Routines will be developed further during self-care time: looking at nail filing/cutting and exploring aspects from individual EHCP.

**Work Related Learning/ Employability with Kim:**

This half term, we will explore the world of catering, developing practical skills and understanding different roles within a food environment.

Pupils in KS5 will be working towards achieving an ASDAN Lifeskills Challenge in basic food preparation.

### Semi-formal Pathway

**Big Idea: Our Changing Planet**

**Class Becca Term: Summer 1**

The quality of our curriculum is underpinned by our autism pedagogy which is responsive to the individual needs of each pupil. Our five point star approach provides a framework where the pupil sits at the centre of all we do. We understand that receptive and expressive communication is key to learning and we adapt our approaches to individual need. We also recognise and understand sensory differences and the impact these can have on our pupils. Alongside this we support our student's strengths so that they are motivated to learn. Our lesson are uniquely designed and personalised to prepare each pupil with their own skills and strategies for learning and life.

### Rights of the Child

**Article No 24 - Right to Health**

**Article 24 states that every child has the right to the best possible health. This includes access to good quality healthcare, clean water, nutritious food, and a clean environment. Children also have the right to learn about how to stay healthy, and richer countries should help poorer countries achieve this for their children.**

- Pupils will explore healthy choices and make their preferences known to others
- Pupils will explore healthcare and the role of hospitals, visiting a hospital café and observing what areas there are in a hospital
- Pupils will consider how sleep, exercise and choices contribute to our health

### Expressive Arts

**Art with Mikki: Summer 1**

**For Students Accessing ASDAN**

Students will explore stories and imagination through printing activities, creating simple characters, settings e.g characters in space. They will use printing tools and mixed media to respond to stories develop ideas and record their creative choices as part of their ASDAN evidence.

**For Students Not Accessing ASDAN**

Students will create characters, scenery using drawing, painting, collage, and printing techniques to explore narrative through art, developing their imaginative skills and understanding of how stories can be represented visually.

**Music with Tom:**

Pupils will be focusing on the topic "Listening to Music", identifying musical styles and songs they like and dislike and sharing this with their peers. They will develop their understanding of how different instruments are associated with different genres of music and learn and recall the names of these instruments.

**Creative Design Technology:**

This term, pupils will explore creative design using 3D pens, learning how to safely create small decorative items and simple pieces of jewellery. Activities will be focussing on basic design skills, following instructions, and developing fine motor control. The sessions are adapted to be respectful of pupils' ages, encouraging confidence, creativity, and pride in completing practical projects.

### ASDAN Personal Progress

Those pupils in KS5 will be working on the following module this half term-

Developing community participation skills: caring for the environment (3)

