

Communication, Language and Literacy

- Intensive interaction
- Mirror work – making faces / recognising myself and you
- Personal language – pronouns
- Books: 'Big bag of worries', 'I have dragons'
- Scerts
- PECs
- Signing related to recovery curriculum / lock down / home learning
- AAC boards with feelings
- All about me record books – photos, symbols, writing
- Communication with peers – who likes what
- Listening comprehension
- Attention Autism sessions
- Writing instructions / making posters about the importance of hygiene
- Creating profiles about pupils
- Creating class timetables and rules / playground rules
- Sharing social narratives around different routines / transitions of the day and what to expect
- Adjectives to describe myself
- Me as a super hero – what would I be able to do, my superpower – posters, writing, pictures, collage and labels
- All about me book – could be an "I can..." book to celebrate what they can do



Physical Development

- What can my body do? Skills based activities to celebrate jumping, throwing, catching, balancing, hoola hooping
- What have I got better at – bike riding, swimming skills – face in water / blowing bubbles
- Chase games – who is 'it' / tag
- Throwing balls / bean bags / water bombs to named people
- Bike skills – stop and go
- Fine motor – cut and stick faces, bodies, clothes
- Fine motor – collage – tearing paper, scrunching
- Fine motor – threading beads, pegs

Creative Arts

- Responding to music – happy, sad, angry music and dance
- Tearing tissue, scrunching paper, exploring Papier Mache – frustration releasing activities
- Soundabout boards
- Using instruments to 'dance a feeling'
- Colours and emotions – painting / spreading paint to music linked to emotions
- Exploring angry / sad / happy and celebratory artworks by different artists
- Songs – heads, shoulders knees etc.
- Self Portraits – in the style of – Andy Warhol – black and white photos to colour in
- Jigsaws using pictures of the class
- Paper plate faces
- Paper hand puppets
- Favourite food collages
- Hand prints of pupils signifying belonging
- Class door label – showing everyone in the group
- Picture or collage to represent me – textures and colours I like

Maths

- Counting body parts, one nose, two eyes, ten fingers and toes etc.
- Body part maths – addition and subtraction
- How do I choose to spend my money?
- How many people in my family? School group? Taxi?
- Sorting activities – likes and dislikes
- Data handling – how many people like – crisp flavours, favourite drinks, foods etc.
- Sorting objects into colours
- Time – learning about the daily routine, times which activities occur, sequencing, before and after
- Time – days, weeks, months
- Ordinal numbers
- Weight and measure e.g. linked to cooking activities, my height and weight
- Adding pupils and adults in their class
- Pattern making – beads, pegs etc.
- Birthdays and important dates in the year

PSHCE

- People who can help me
- Groups I belong to – family, school, Barnardos, clubs, brownies, scouts etc
- My likes and dislikes – personal preferences, food, colours, sounds, textures, hobbies, music, movies – record through photos, worksheets, videos – expand to 'why I like certain thing'
- Things that worry me – sorting objects / images
- I'm different to you and that's brilliant – 'what makes me unique?'
- Naming and recognising body parts – matching games
- Permission and assertiveness – saying 'no', 'stop' 'I don't like it' as well as 'yes please' and 'more'
- Hygiene and personal care – hand washing, laundry etc
- Celebrating home learning e.g. sharing photos
- Learning about keeping ourselves healthy e.g. food, exercise and linking to hygiene
- Things that make me happy – could make own 'happy box' with pictures or objects
- Favourite clothes



Cross Curricular / sensory

- Science – how does my body work? Breathing, digestion, muscles etc
- Feeling temperatures – hot and cold, wet and dry
- Exploring textures and materials using range of body parts
- Being outside – what can I see, hear, feel – weather – relate it to the clothes they need to wear
- Games – operation
- Forest school activities
- Trying new foods and flavours – exploring food through play, cooked and raw, mashed and whole etc
- Cooking a favourite meal for the class / group
- Sharp, sweet, salty, sour foods – taste testing
- Songs, resonance boards and instruments – likes and dislikes
- Switch work to activate various devices – do pupils show preferences?
- Tacpac – body awareness
- Geography – my home and heritage – where do I live? Come from?
- Science – how I have grown and changed
- Take home class mascot for weekend to learn about my home and family – photos