

## Medium Term Planning Spring 1

### Social Partner Key Learning Objectives

#### Communication & Language

1. Following a sensory play activity, the pupil can shift gaze between people and objects
2. Following a familiar engagement with a familiar adult, the pupil can use conventional contact gestures such as giving, pushing away, showing, reaching/touching/pointing.
3. Following regular intensive interactions with a familiar adult, the pupil can make own sounds in response to being talked to.
4. Following a familiar engagement with a familiar adult, the pupil can follow situational cues in familiar activities
5. Following a sensory play activity, the pupil can respond to bids for interactions
6. Following a sensory play activity, the pupil can request help or other actions

#### Personal, Social & Emotional

1. Respond to significant experience showing a range of feelings where appropriate. The pupil may start to show enjoyment when taking part in different activities.
2. Experience preferences and decisions. When taking part in a number of activities the pupil will start to respond to choices given by adults about what they want to do and their preferences.
3. Try new things and establish your sense of autonomy
4. Engage with others through gestures gaze and talk. The pupil will start to respond to others through the use of a personalized communication system.
5. Show changes in behaviour when responding to others e.g. when taking part in different experiences - may be able to start to recognise if they are happy or sad
6. Begins to explore the immediate environment, e.g. when taking part in experiences of sensory based activities e.g. Colourscape.

#### Physical

1. Following the repeated use of body awareness equipment and work on the vestibular and proprioceptive senses, the pupil increases understanding of self in relation to size/position of objects in their immediate environment
2. Following repeated opportunities the pupil shows an interest or preference for a specific therapy ball/peanut/stretchy blanket which may be one specific colour or show an interest in finding different coloured lights and reaching for them or moving towards them.
3. Following repeated experiences, the pupil actively participates in stretch program or other appropriate physical intervention (e.g. hydrotherapy/rebound/sensory circuit) by purposefully moving and/or co-operating as well and may begin to anticipate in self-care routines.
4. Following repeated experiences the pupil develops their feeding or self care skills
5. Following adult modelling, the pupil shows interest in early mark making skills and makes some marks in coloured materials e.g. making marks in coloured sand or uses a light box to make marks or move materials.
6. After repeated experiences, the pupil shows participation in activities that require moments of both stillness and moments of movement.

#### Literacy

1. Following repeated listening to sensory stories supported by props, the pupil shows signs of listening such as eye contact, looking at the props, or stilling.
2. Following repeated listening to rhymes/songs/story supported by props, the pupil begins to anticipate an action/word/symbol in a familiar rhyme/song.
3. Following repeated listening to a range of rhymes/songs/stories supported by props, the pupil shows an interest in a particular one using eye gaze/vocalisation/change in demeanour.
4. After sharing a book of a rhyme/song/short story with repetitive text, the pupil shows pleasure or displeasure in response to being shown the book.
5. After experiencing a range of songs and rhymes sung/chanted by a familiar adult, the pupil begins to anticipate the beat.
6. After experiencing a range of songs and rhymes sung/chanted by a familiar adult, the pupil shows pleasure/displeasure at the beginning of the song/rhyme.
7. After experiencing a range of songs/rhymes/stories supported by props, the pupil begins to want to independently explore the books and props that go with the song/rhymes/stories.

## Colour

#### Maths

1. After frequent modelling, children to start making simple structures
2. Following adult modelling, recognises big things and small things in meaningful context
3. Following frequent modelling attempts, sometimes successfully, to fit shapes into spaces. (Inset boards or jigsaw puzzles.)
4. Following exploration during messy play, explore and experiment with a range of media through sensory using the whole body
5. To problem solve and use appropriate tool to fill a range of different sized containers eg. Teaspoon or ladle to fill a jug.

#### Understanding the World

1. After frequent modelling the pupil is able to use two different coloured switches to perform different functions (eg different sounds) and show signs that recognise that they are different
2. Following repeated cause and effect work the pupil is able to use a switch to turn different coloured lights on and off
3. After frequent modelling and play, pupils explore a new sensory toy in a familiar environment (eg a new tactile toy on a tray or new light toy items in a tent)
4. After frequent adult modelling, pupils are able to begin to engage with items of functional technology (eg automatic hand drier in the toilet area, push button doors or a pelican crossing)
5. After frequent modelling the pupil is able to show preference for a food or drink item of a particular colour (eg orange or red squash; green or purple skittles; different coloured fruit etc)

#### Expressive Art & Design

- After frequent adult modelling and play, the pupil shows a preference for particular materials/objects (e.g. colours and textures)
2. After frequent opportunities to explore different wet messy materials, the pupil shows an interest in using their hands or feet in paint/ cornflour/ shaving foam
  3. After frequent opportunities to explore different dry materials, the pupil shows an interest in using their hands or feet in dry cornflour, flour, dry food appropriate to them
  4. After frequent opportunities to listen to songs and rhymes, the pupil shows a preference for a particular one
  5. OVERLAP WITH CL – the pupil starts to show anticipation in a familiar rhyme or song