**My communication:**

* Sensory stories – from story books, known myths and legends or self created
* Myths and legends – use the general characteristics of myths and legends to create a legend involving students as the characters. Use choices throughout the story to veer the story in different directions each week and to reach a range of endings.
* Story vocab – start, end, then, once upon a time.
* Phonics – body rhythms, repeated sounds, sounds of mythical creatures or story characters, sounds on switches, echoing sounds, listening to sounds, encouraging vocal sounds, emphasising start and ends of words, use of phonics flash cards.
* Using PECs – choices – choosing story characters, choosing what happens next, choosing how the story ends, senses, answering questions about story – what happened next? Who was the story about? Who did they meet in the story?
* Songs and rhymes – story time song to mark start and end of story session.
* Makaton
* Repetitive phrases
* Intensive interaction
* Eye gaze
* Attention autism-sessions related to fairy tales
* Mark Making
* Big Mac switches

**Home learning opportunities:**

* Looking after the garden/house plants
* Reading with parents/carers – fairy tales, myths and legends.
* Visits with family – garden centre, library to look at books.
* Using PECs
* Making potions, porridge

**My body and well being:**

-Yoga

-Music and movement – music from Disney films

-Massage stories-e.g. Alice in Wonderland

-Hydrotherapy

-Tac pac

- Swimming

- Sensory story walk – focus on senses

- Fine motor activities

- Body Awareness

- P.E – actions from stories and legends.

-Rebound

* Themed trips out – garden centre
* Non-uniform dress up day – dress as s story character.

**My World:**

* Gardening
* Animal care
* Building things
* Explore environment
* Treasure hunts.

**My thinking**

-Computer skills – touch screen, iPads, switches, yellow door interactive stories

- Size – big, small – Goldilocks

-Science – making potions

-Colour matching

-TEACCH

-Arts and crafts

-Basic number skills and counting – how many bowls of porridge? How tall was the tower? How many bricks in the wall? How many bears?

- Observe different animal habitats

- Observe and explore different materials

- Planting Seeds – Jack and the Beanstalk

**My play /social development:**

* Identiplay - using scenes from the story (e.g. make a bowl of porridge, build a house of bricks, chop down a beanstalk)
* Explore animal sounds
* Interacting with peers
* Play circles
* Messy play
* Art and craft
* Sensory exploration-explore porridge, straw, sticks,fur
* Explore sounds and instruments
* Dressing up – as characters from story, myth or legend.

**Interventions:**

-TEACCH

-Attention autism

-Lego therapy

-Rebound

-Hydrotherapy

-Individual communication sessions

-Music therapy

-Play therapy

**My Independence:**

* Sensory cooking – make porridge, gingerbread men, mad hatters tea party cakes
* Trips out
* Life skills – a day in the life of a story character. How do they start their day? How do you get dressed if you are a knight? A princess? A witch?
* Self care
* Arts and crafts – magic wands, swords and shields, castles, dragons.
* Transitions around school

Key Texts:

* Jack and the Beanstalk
* Three Little Pigs
* Goldilocks
* Roald Dahl stories
* George’s Marvellous medicine
* The Greatest Showman
* Going on a bear hunt
* Alice in wonderland
* Brothers Grimm-Fairy Tales
* Aladdin and other Disney stories
* Myths and legends

**Once Upon a Time – Blue pathway**