
 St. Nicholas School Canterbury	<b>Orangutan Planning</b>	<b>Terms:</b> 3&4	<b>Teacher:</b> Tina Sheldrick		<b>Cedar Pathway</b>
	<b>Communication and Interaction</b>				

<b>Topic:</b>	Travel	<b>Curricular Links:</b>	English, Maths, PSHE, Creative Arts, Music, Humanities/World Studies, PE, Science, Computing.		
<b>Focus:</b>	Exploring toy vehicles, sensory stories, sensory travel, messy play, mixed media art, exploring transport sounds/sound walks, puppets, stories, activity songs and games, Making choices using symbols/signs/on body signing, objects of reference, turn taking, switch work, role play, stories/sensory stories, listening skills, following instructions, singing.	<b>Other Pathway Links:</b>	<del>Informal Willow</del>	<del>Semi-Formal Willow</del>	Oak
		<b>Individual Programmes:</b>	C & I group, OT, Physio, SALT, Shine goals, Hydro Music therapy, Active Ed, MOVE and individual timetables.		
<b>Key Words:</b>	Car, boat, plane, train, bus, holiday, visit,	<b>SMSC:</b>	Building relationships, well-being, celebrations, self and others, achievements, emotional responses, respect and values, Functional Living		
<b>Literature:</b>	Tiddler, Whatever Next, The Train Ride, Rosie's Holiday, The Way Back Home, The Snail and the Whale, All afloat on Noahs' Boat, Stories from other countries - Handa's Surprise, Papagayo, The Great Kapok Tree, The Dancing Turtle, How Night came from the Tree,	<b>Resources:</b>	Toy vehicles, sensory travel objects and smells, story books, sensory stories, mirrors, ipads, photographs, messy play resources, parachute, puppets, art materials, switches, balls, bubbles, blankets, CD player, bag, Intensive Interaction, TASSELS, Interactive play, PECs, Class timetable, Now and Next boards, individual timetables, symbols, objects of reference, IWB, Phonics Phase 1 & 2, Attention Autism, TAC PAC, sensory room		
<b>Songs:</b>	Hello/goodbye/Friday goodbye songs, Going to lunch song, Star of the day song, Rainbow song, We have finished, Bravo, Feet flat bottoms back				

<b>Achieved:</b>	<b>P1i</b>	<b>P1ii</b>	<b>P2i</b>	<b>P2ii</b>	<b>P3i</b>	<b>P3ii</b>
<b>Students:</b>						

Objectives	Activities and Content	Expected Outcomes (SHINE)	Evaluations/Comments
<p><b>Attention and responses</b></p> <p><b>Engagement and participation</b></p> <ul style="list-style-type: none"> <li>•To respond to familiar songs (e.g. routine songs)</li> <li>•To respond appropriately to requests</li> <li>•Responds to objects of reference/ photos/ symbols of places/ activities</li> <li>•Show like/dislike of an activity/ stimuli</li> <li>•Demonstrate a preference</li> <li>•To make a choice</li> <li>•To anticipate an object/ event</li> <li>•Experiences cause and effect</li> <li>•To track familiar images</li> <li>•Consistent anticipation in social routines</li> <li>•To follow a 1 or 2 step instruction</li> </ul> <p><b>Awareness of self and others</b></p>	<p>Sound walks, exploring transport sounds,</p> <p>Travel in the local community</p> <p>Sensory travel to – Greece, India, Egypt, French ski holiday, Caribbean, The Rainforest,</p> <p>Painting with small world vehicles</p> <p>Role play travel on bus/plane/train</p> <p>Signing along to travel themed songs</p> <p>Developing understanding of key vocabulary for topic through sign, symbol and spoken word.</p> <p>New and familiar stories and songs</p> <p>Activities which require use of a switch or gesture or symbol to choose an individual to take a turn. Choose a peer in turn taking activities.</p> <p>Use a switch/preferred communicative method to indicate a preference.</p> <p>Use symbols to indicate a familiar individual to assist with particular activities eg: snack/dinner/personal care routines.</p> <p>Visual timetable, daily routine songs</p> <p>Use a communication book/ PECS/ eye gaze/ Object of Reference/Photos to make a choice for a friend/activity/object. Recognising and using symbols etc.</p>	<p><b>Attention &amp; Responses</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Notice stimuli</b></li> <li>• <b>Briefly respond to an obvious auditory/tactile /visual stimuli</b></li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• <b>Shows awareness of a specific activity /experience</b></li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• <b>Shows an enjoyment/dislike of an activity/stimuli</b></li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• <b>Attracts attention</b></li> <li>• <b>Attends and responds to a familiar sound or voice or object</b></li> <li>• <b>Gives response on request.</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Responds to specific stimuli e.g. own name, familiar voice, face etc</b></li> <li>• <b>Communicates intentionally to request 'more' f an activity/person/object</b></li> <li>• <b>Gains attention to indicate a need</b></li> <li>• <b>Responds appropriately on request</b></li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• <b>Responds to familiar photos/sounds</b></li> <li>• <b>Vocalises a response</b></li> <li>• <b>Gains deliberate attention in a variety of contexts to achieve an desired outcome</b></li> <li>• <b>Use eye pointing effectively to communicate</b></li> <li>• <b>Gives intentional response</b></li> </ul> <p><b>Engagement and Participation</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Shows awareness of external stimuli</b></li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• <b>Looks toward stimuli</b></li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• <b>Anticipates a familiar event/object/person</b></li> <li>• <b>Participates in turn taking</b></li> <li>• <b>Experiences cause and effect</b></li> <li>• <b>Chooses to end an interation</b></li> </ul> <p><b>P2ii</b></p>	

<ul style="list-style-type: none"> <li>•Introduction to stranger danger principles</li> <li>•Attends and responds to a sound/ voice/object</li> <li>•Responds to own name</li> <li>•Responds to photos of familiar people</li> <li>•To engage in turn taking</li> <li>•To anticipate a familiar person</li> <li>•Play a simple game</li> <li>•Experience an activity as part of a pair/group</li> <li>•Awareness by responding to potential introspection /external senses</li> <li>•To react, respond, recognise and interpret facial expression and non-verbal gestures</li> </ul> <p><b>Choice making</b></p> <ul style="list-style-type: none"> <li>•To press switch/ show symbol/say/ sign yes' and 'no'</li> <li>•To make a choice</li> <li>•To press switch/ show symbol/say/sign 'more'</li> </ul>	<p>Following directions and 1 or 2 step instructions.</p> <p>Story telling activities, role play, using puppets to tell a story, sensory stories, IWB Choose and tell stories, signed stories, cbeebies, Storytime online. TAC PAC.</p> <p>Familiar songs, Hello session, circle time, SHINE sessions, Active Ed sessions.</p> <p>Small world play, messy play, child-initiated activities. Sensory Room &amp; Outdoor play. Community based learning.</p> <p>Engaging in the different stages of Attention Autism.</p> <p>SALT programmes. Promotion and use of conventional communication systems</p>	<ul style="list-style-type: none"> <li>• <b>Begins to track familiar people/object/photos/symbols etc</b></li> <li>• <b>Looks toward areas/objects/people of interest</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Plays a simple game, eg hide and seek</b></li> <li>• <b>Participates in tactile signing</b></li> <li>• <b>Tolerates and follows turn taking patterns</b></li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• <b>Consistent anticipation in social routines</b></li> <li>• <b>Consistently tracks stimuli presented to them</b></li> <li>• <b>Consistent with cause and effect</b></li> <li>• <b>Participates in early phonic activities</b></li> </ul> <p><b>Awareness of self and others</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Encounters an activity/experience within a pair/group</b></li> <li>• <b>Reacts to internal/external sensations by vocalisations/body language/facial expression</b></li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• <b>Aware of others around them</b></li> <li>• <b>Shows an emotion</b></li> <li>• <b>Reacts to close contact with familiar adults</b></li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• <b>Gives eye contact</b></li> <li>• <b>Shares central resource</b></li> <li>• <b>Expresses when happy or sad</b></li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• <b>Shares joint attention</b></li> <li>• <b>Notices when others are happy or sad</b></li> <li>• <b>Aware of own emotion</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Maintains eye contact</b></li> <li>• <b>Able to wait their turn</b></li> <li>• <b>Aware of emotions and feelings of others</b></li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• <b>Able to redirect attention</b></li> <li>• <b>Mimics/mirrors/echoes or imitates others</b></li> <li>• <b>Demonstrates understanding</b></li> <li>• <b>Participates in vocal exchanges</b></li> <li>• <b>Recognises different emotions in others</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Choice making</b></li> </ul> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Accepts stimuli</b></li> </ul> <p><b>P1ii</b></p>	
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<ul style="list-style-type: none"> <li>•To communicate 'finished'/'more'</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Shows an awareness of an activity/experience</b></li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• <b>Uses switches to interact or respond</b></li> <li>• <b>Makes a choice from two objects</b></li> <li>• <b>Opts out of an activity</b></li> <li>• <b>Indicates preferences</b></li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• <b>Communicates 'yes' and 'no'</b></li> <li>• <b>Beginning to show a consistent response</b></li> <li>• <b>Makes a choice from more than 2 objects/photos/symbols</b></li> <li>• <b>Indicates desire to continue with an activity</b></li> <li>• <b>Shows preference in food</b></li> <li>• <b>Communicates 'more of'</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Responds to an obvious auditory/tactile/visual stimuli</b></li> <li>• <b>Uses switch to make a choice</b></li> <li>• <b>Follow a simple 1 step instruction</b></li> <li>• <b>Willing to communicate</b></li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• <b>Follow a simple 2 step instruction</b></li> <li>• <b>Requests item out of sight</b></li> <li>• <b>Initiates communication</b></li> </ul>	
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