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|  | Orangutan Planning | Terms: 3&4 | Teacher: Tina Sheldrick |  | Cedar Pathway |
| | KNOWLEDGE & UNDERSTANDING | | | | |

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| Topic: | Travel | Curricular Links: | English, Maths, PSHE, Creative Arts, Music, Humanities/World Studies, PE, Science, Computing. | | |
| Focus: | Small world play, role play, local community walks, sensory stories, sensory travel, messy play, exploring environmental sounds/sound walks, puppets, stories, activity songs and games, | Other Pathway Links: | Informal Willow | Semi-Formal Willow | Oak |
| | | Individual Programmes: | C & I group, OT, Physio, SALT, Shine goals, Hydro Music therapy, Active Ed, MOVE and individual timetables. | | |
| Key Words: | Bus, train, plane, walk, car, holiday, | SMSC: | Building relationships, well-being, celebrations, self and others, achievements, emotional responses, respect and values, Functional Living | | |
| Literature: | 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, | Resources: | Natural objects, fruit, vegetables, story books, sensory stories, mirrors, cameras, photographs, messy play resources, parachute, puppets, art materials, switches, balls, bubbles, blankets, CD player, bag, Intensive Interaction, TASSELS, Interactive play, PECs, emotions key rings, Class timetable, Now and Next boards, individual timetables, symbols, objects of reference, IWB, Phonics Phase 1 & 2, Attention Autism, TAC PAC, sensory room | | |
| Songs: | We all go travelling by, Up, up, up, The Wheels on the Bus, The Runaway Train, | | | | |

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| Achieved: | P1i | P1ii | P2i | P2ii | P3i | P3ii |
| Students: | | | | | | |

| Objectives | Activities and Content | Expected Outcomes (SHINE) | Evaluations/Comments |
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| <p>Attention and responses</p> <p>To engage with activities</p> <p>To show interest in objects/experiences/activities</p> <p>To receive objects passed to them</p> <p>To explore objects in a variety of ways</p> <p>To show like/dislike of objects and activities</p> <p>To show understanding of using an object for a purpose</p> | <p>Small world play with vehicles</p> <p>Painting with small world vehicles</p> <p>Role play travel on bus, plane, train</p> <p>Tacpac</p> <p>MOVE stories</p> <p>Environmental vehicle sound discrimination</p> <p>Sensory stories</p> <p>Sensory travel – India, Caribbean, Greece, Egypt, French ski holiday</p> | <p>Exploration and curiosity</p> <p>P1i</p> <ul style="list-style-type: none"> • Encounter activities and experiences <p>P1ii</p> <ul style="list-style-type: none"> • Shows emerging interest in familiar activities <p>P2i</p> <ul style="list-style-type: none"> • Explores new experience/objects briefly • Follows object as it is dropped <p>P2ii</p> <ul style="list-style-type: none"> • Receives objects passed to them • Shows preferences for different materials • Throws or drops objects <p>P3i</p> <ul style="list-style-type: none"> • Uses objects for a purpose <p>P3ii</p> <ul style="list-style-type: none"> • Explores objects from a group of items • Explores for longer periods of time • Uses objects for the correct purpose | |
| <p>Recall and Reaction</p> <p>To attract attention</p> <p>To respond to experiences/objects/people</p> <p>To show preferences</p> <p>To communicate for activity to continue or be repeated or to stop</p> <p>To show understanding of cause and effect</p> <p>To anticipate familiar activities</p> <p>To use newly acquire skills in other environments</p> | <p>Cooking</p> <p>Body sound play</p> <p>Exploring lights</p> <p>Story massage</p> <p>Reflexology</p> <p>Using instruments/exploring sounds</p> <p>Sound walks,</p> <p>Shape in the environment</p> <p>Counting songs</p> | <p>Recall and Reaction</p> <p>P1i</p> <ul style="list-style-type: none"> • Can be passive • Startles to stimuli <p>P1ii</p> <ul style="list-style-type: none"> • Sometimes alert to familiar experiences • Reacts to familiar objects/people/places • Attention is fleetingly drawn to moving objects • Aware that crying brings a response <p>P2i</p> <ul style="list-style-type: none"> • Notices new experience or that something has changed • Begins to react to favoured activities/people <p>P2ii</p> <ul style="list-style-type: none"> • Briefly expresses intent for a want or need • Repeats action with familiar object <p>P3i</p> <ul style="list-style-type: none"> • Request action to be repeated • Notices the effect of their own actions on objects • Shows a desire to reluctance to continue activity <p>P3ii</p> <ul style="list-style-type: none"> • Makes consistent responses to familiar activities/routines • Realises that learnt action can be applied to a different activity | |

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| <p>Making connections</p> <p>To begin to understand class visual timetable/and or objects of reference.</p> <p>To recognise familiar adults</p> <p>To notice changes in class routines</p> <p>To anticipate familiar events in school day</p> <p>To begin to use symbols to communicate understanding of routine and environment</p> <p>To understand and/or use a wider variety of symbols/signs to communicate</p> <p>To relate objects/people to specific places</p> <p>Applying and maintaining</p> <p>To respond to familiar activities</p> <p>To anticipate familiar experiences</p> <p>To attempt to repeat an action or activity</p> <p>To maintain focus on activities for increasing period of time</p> | <p>To share celebrations and religious festivals we take part in.</p> <p>Celebrating class birthdays for children and adults.</p> <p>Simple concepts – Big/small, in/out, sink/float, on/under, more/finished,</p> | <p>Making Connections</p> <p>P1i</p> <ul style="list-style-type: none"> • Briefly attends to stimuli • Experience objects of reference <p>P1ii</p> <ul style="list-style-type: none"> • Recognises certain people • Recognises repeated experience/activity • Aware of symbols/objects of reference <p>P2i</p> <ul style="list-style-type: none"> • Shows an alarm at change in routine • Recognises change in routine • Familiar with routine symbols <p>P2ii</p> <ul style="list-style-type: none"> • Begins to anticipate routine • May predict the result of a familiar action • Links symbol to activity/place <p>P3i</p> <ul style="list-style-type: none"> • Pushes object to person for repetition of action • Manipulates objects in a variety of ways, e.g. banging, rubbing, sliding • Matches symbol to object/activity <p>P3ii</p> <ul style="list-style-type: none"> • Makes the connection between specific objects/people/places • Matches symbols/pictures/words <p>Applying and Maintaining</p> <p>P1i</p> <ul style="list-style-type: none"> • Shows brief recognition of familiar activities <p>P1ii</p> <ul style="list-style-type: none"> • Begins to anticipate a familiar experience/activity <p>P2i</p> <ul style="list-style-type: none"> • Briefly repeats an action <p>P2ii</p> <ul style="list-style-type: none"> • Repeats an action even if unsuccessful <p>P3i</p> <ul style="list-style-type: none"> • Sustain concentration for a short period of time • Remember how to operate familiar toy <p>P3ii</p> <ul style="list-style-type: none"> • Uses persistent actions to get desired response/effect • Anticipates known events within their routine | |
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| <p>To demonstrate persistence and desire to achieve an outcome</p> <p>To use prior knowledge to achieve and outcome</p> | | <ul style="list-style-type: none">• Applies previous learnt skill/knowledge for a specific purpose | |
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