
	<b>Orangutan Planning</b>	<b>Terms:</b> 3&4	<b>Teacher:</b> Tina Sheldrick		<b>Cedar Pathway</b>
	<b>Physical Development</b>				

<b>Topic:</b>	Travel	<b>Curricular Links:</b>	English, Maths, PSHE, Creative Arts, Music, Humanities/World Studies, PE, Science, Computing.		
<b>Focus:</b>	Understanding and experiencing travel Body Awareness Enabling Movement Sensory and spatial awareness MOVE and Active Education	<b>Other Pathway Links:</b>	Informal Willow	Semi-Formal Willow	Oak
		<b>Individual Programmes:</b>	C & I group, OT, Physio, SALT, Shared goals, Hydro Music therapy, Active Ed, MOVE and individual timetables.		
<b>Key Words:</b>	Bus, train, plane, walk, car, holiday	<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, 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, 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>	We all go travelling by, The Wheels on the Bus, The Runaway Train,				

<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>Body Awareness</b></p> <p>Tolerates and reacts to touch on different parts of their body.</p> <p>To explore own body</p> <p>•Tolerates parts of body/whole body being changed (postural care)</p> <p>Independently moves parts of body/whole body being changed</p> <p>Independent movements</p> <p>Moves self for comfort</p> <p>Moves body part on request</p> <p>Understands simple language of movements</p>	<p>MOVE, ACTIVE EDUCATION</p> <p>Body awareness programme</p> <p>Tacpac – learning about our bodies</p> <p>Senseology</p> <p>Sensory travel</p> <p>Action songs</p> <p>Musical instruments</p> <p>Clever Fingers – fine motor skills</p>	<p><b>Body awareness</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• Can make fine and gross motor movements</li> <li>• Aware of fingers and hands</li> <li>• Is able to momentarily pause</li> <li>• Tolerates touch on parts of the body</li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• Begins to explore own body</li> <li>• Aware hands and feet are part of self</li> <li>• Aware when being touched</li> <li>• Shows tension/relaxation</li> <li>• Recognises self in mirror</li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• Reacts to being touched</li> <li>• Shows awareness of cold/hot</li> <li>• Changes position</li> <li>• Briefly uses hands purposefully</li> <li>• Shows brief awareness of different textures</li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• Reacts to hot/cold objects</li> <li>• Reacts to different textures</li> <li>• Shows different facial expressions</li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• Some independent movements</li> <li>• Some purposeful movements</li> <li>• Feels own body through exploration</li> <li>• Moves self for comfort</li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• Moves body part on request</li> <li>• Independently moves body part</li> <li>• Understands simple language of movement</li> </ul>	
<p><b>Enabling Movement</b></p> <p>Individual development of fine motor skills</p> <p>Individual development of gross motor skills</p> <p>Uses hands/feet purposefully</p> <p>Moves body parts purposefully</p>	<p>Active Ed</p> <p>dinner/snack</p> <p>personal care routines</p> <p>Write Dance</p>	<p><b>Enabling movement</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• Tolerates being moved</li> <li>• Reacts to some movement by another</li> <li>• Tolerated isolated movements to support limbs</li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• Accepts dressing</li> <li>• Accepts change of position</li> <li>• Holds object for a second</li> <li>• Involuntarily releases objects</li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• Has preferred position</li> <li>• Reaches with both hands</li> </ul>	

<p>Independent purposefully movements</p> <p>Reacts when others assist own movements</p> <p>Tolerates assistance with personal care</p> <p>Makes movements to assist with personal care</p> <p>Holds objects for a short period of time</p> <p>Manipulates objects and materials for a short period of time.</p> <p>Holds objects for an extended period of time</p> <p>Manipulates objects and materials for an extended short period of time.</p> <p>Releases object on request</p> <p>Reaches with preferred/one hand, with less preferred/ with both hands</p> <p>Explore hands</p> <p>Use pincer grip/dagger/ tripod to pick up objects</p> <p>Use the force of push/pull to purposefully</p>	<p>Participation songs, dance and drama,</p> <p>Rebound therapy</p> <p>Messy play</p> <p>Cookery – cake making; stirring, chopping, whisking etc.</p> <p>Hydrotherapy/swimming</p>	<ul style="list-style-type: none"> <li>• <b>Holds object purposefully for up to a minute</b></li> <li>• <b>Explores held object in different ways</b></li> <li>• <b>Begins to isolate fine motor movement</b></li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• <b>Moves to help dressing routines</b></li> <li>• <b>Uses objects for a purpose</b></li> <li>• <b>Creates movement to indicate need/want</b></li> <li>• <b>Assist in changing position</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Moves purposefully to assist in dressing</b></li> <li>• <b>Uses pincer grip to pick up objects</b></li> <li>• <b>Removes objects from bod</b></li> <li>• <b>Pull/push object</b></li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• <b>Functionally uses hands to manipulate object</b></li> <li>• <b>Participates in functional activity in various positions</b></li> <li>• <b>Imitates circular motions</b></li> <li>• <b>Deliberately makes movements to make something happen</b></li> <li>•</li> </ul> <p><b>Sensory and Spatial Perception</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Encounters various sensory experiences (seeing, hearing, feeling, tasting, smelling)</b></li> <li>• <b>Experiences various environments</b></li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• <b>Reacts to various sensory experiences</b></li> <li>• <b>Tolerates a range of environments</b></li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• <b>Shows preference for favoured sensory experiences</b></li> <li>• <b>Shows preference for favoured environment</b></li> <li>• <b>Tolerates vestibular/proprioceptive movement</b></li> <li>• <b>Has brief responses to seeing movement around them</b></li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• <b>Enjoys repeated proprioceptive/vestibular movements</b></li> <li>• <b>Indicates for movements to continue or stop</b></li> <li>• <b>Anticipates favoured sensory experience repeated</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Request favoured sensory experience</b></li> <li>• <b>Recognises familiar objects in different environments</b></li> <li>• <b>Makes faces to self in mirror</b></li> </ul> <p><b>P3ii</b></p>	
--	--	---	--

<p>interact with an object (e.g. door)</p> <p>Participates in functional activities in various positions</p> <p>Removes object from container</p> <p>Imitates directional motions</p> <p>Deliberately makes movements to create cause and effect</p> <p><b>Sensory &amp; Spatial Perception</b></p> <p>HI, VI, SI, CVI, MSI programmes</p> <p>Reacts, responds, attends and participates in various sensory experiences</p> <p>Shows preferences for different sensory experiences</p> <p>Tolerates vestibular/proprioceptive movements</p> <p>Begins to establish movement patterns</p> <p>MOVE, Active Ed, Physio/OT, Snackies, SHINE</p>		<ul style="list-style-type: none"> <li>• <b>Seeks favoured sensory experience</b></li> <li>• <b>Recognises objects in different positions and environments</b></li> <li>• <b>Beginning to establish movement patterns</b></li> </ul> <p><b>MOVE and Active Education</b></p> <ul style="list-style-type: none"> <li>* <b>See individual MOVE programmes</b></li> <li>* <b>See individual Active Ed programme</b></li> <li>* <b>See individual Physio/OT programme</b></li> <li>* <b>See individual SNACKIES programme</b></li> <li>* <b>See individual TAG programmes</b></li> <li>* <b>See individual Shared Goals programme</b></li> </ul>	
---	--	--	--