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

<b>Topic:</b>	Travel	<b>Curricular Links:</b>	English, Maths, PSHE, Creative Arts, Music, Humanities/World Studies, PE, Science, Computing.		
<b>Focus:</b>	Visiting other parts of the school, Building friendships, Celebrations, Recognising our feelings and the feelings of others, Body awareness, Using our senses to develop preferences & non-preferred activities, Building independence skills, confidence and self-esteem, Celebrating achievements.	<b>Other Pathway Links:</b>	<i>Informal Willow</i>	<i>Semi-Formal Willow</i>	<i>Oak</i>
		<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>	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		
<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>Building Relationships</p> <ul style="list-style-type: none"> <li>• Aware of being around others</li> <li>• Accepts being a member of a group/ pair</li> <li>• Responds to familiar voice/sound /person</li> <li>• Uses facial expressions</li> <li>• Seeks familiar adults/ peers</li> <li>• Attempts to imitate simple action/ sound</li> <li>• Shows pleasure/ displeasure in an activity</li> <li>• Observes others playing</li> <li>• Greets a familiar person</li> <li>• Participates in turn taking</li> <li>• Shares</li> </ul> <p>Emotional Responses</p> <ul style="list-style-type: none"> <li>• Uses preferred communicative method to indicate displeasure/ pleasure</li> </ul>	<p>Vehicle sound walks</p> <p>Exploring relaxation and emotions through Body awareness/Tapac/MOVE/sensory stories</p> <p>Intensive Interaction</p> <p>hello and goodbye songs,</p> <p>Visiting dinner hall or training kitchen, art room, music room, offices.</p> <p>Explore different means of transport within the local community through pictures/video/walks</p> <p>Reward systems, choosing/ golden time, group and paired activities.</p> <p>In school interventions.</p> <p>Senseology</p> <p>Choice making opportunities and tools, hello song, communication books and other relevant methods, snack/dinner and emotions keyrings.</p> <p>Sensory stories,</p> <p>Attention Autism</p> <p>Messy play</p> <p>Reflexology</p> <p>Phonics feely bags</p> <p>Cause and effect toys</p>	<p><b>Building relationships</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Accepts being a member of a group</b></li> <li>• <b>Accepts parting of parent/carer</b></li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• <b>Turns toward human voice</b></li> <li>• <b>Accepts peer close by</b></li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• <b>Gazes at adults face for over 5 seconds</b></li> <li>• <b>Quietens at a familiar voice and sound</b></li> <li>• <b>Smiles in response to attention from others</b></li> <li>• <b>Attempts to copy facial expressions</b></li> <li>• <b>Seek familiar adult</b></li> <li>• <b>Smiles/vocalises/moves in response to attention</b></li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• <b>Notices an unfamiliar person</b></li> <li>• <b>Attempts to imitate simple action/sounds</b></li> <li>• <b>Shows pleasure in joint activity</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Looks for familiar adults</b></li> <li>• <b>Watches peers playing</b></li> <li>• <b>Greets/waves goodbye to familiar adult/peer</b></li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• <b>Indicates what they want to do</b></li> <li>• <b>Participates in turn taking</b></li> <li>• <b>Shares object with peer</b></li> </ul> <p><b>Emotional Responses</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Reacts to pain</b></li> <li>• <b>Blinks defensively</b></li> <li>• <b>Cries/quietens when touched</b></li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• <b>Begins to vocalise/use body language in response to stimuli</b></li> <li>• <b>Accepts physical comfort</b></li> <li>• <b>Shows pleasure being part of a group</b></li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• <b>A range of noises/lights causes distress/pleasure</b></li> <li>• <b>Shows frustration</b></li> <li>• <b>Calms down when discomfort is resolved</b></li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently pushes away/cries in response to disliked experience</b></li> <li>• <b>Responds to personal praise</b></li> </ul>	

<ul style="list-style-type: none"> <li>• Accepts and responds to comforting techniques</li> <li>• Regulates behaviour with support</li> <li>• Self-regulates behaviour</li> <li>• Demonstrates refusal of activity/ object/person</li> <li>• React and responds to personal praise</li> <li>• React and responds to others emotions</li> <li>• Uses preferred communicative method/body language to indicate mood</li> <li>• Laughs in response to something they find funny</li> </ul> <p>Respect &amp; Values</p> <ul style="list-style-type: none"> <li>• Participates and engages in adult led activity</li> <li>• Interacts with adults/peers</li> <li>• Recognise and respond to own name</li> <li>• Understands the use of the word 'no' and 'stop'</li> </ul>	<p>Objects of reference.</p> <p>TAC PAC</p> <p>Circle Games – e.g. using class photos, Big mac switches</p> <p>Hello song, paired and group activities, snack/dinner times,</p> <p>Reflexology, massage,</p> <p>Visual timetables, Now and Next Boards</p> <p>Sensory lights</p> <p>Music</p> <p>Sensory room</p>	<ul style="list-style-type: none"> <li>• <b>Accepts help to remove frustration</b></li> <li>• <b>Protests when upset</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Uses body language to indicate moods</b></li> <li>• <b>Shows annoyance/frustration without excess</b></li> <li>• <b>Calms down when problem is resolved</b></li> <li>• <b>Laughs in response to something they find funny</b></li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• <b>Begins to self-calm</b></li> <li>• <b>Begins to indicate cause of upset</b></li> <li>• <b>Initiates activities that bring pleasure</b></li> <li>• <b>Consistently indicates pleasurable experiences or discomfort</b></li> </ul> <p><b>Respects and values</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Attends to adult led activity</b></li> <li>• <b>Begins to show engagement</b></li> </ul> <p><b>P1ii</b></p> <ul style="list-style-type: none"> <li>• <b>Accepts interaction by adults/peers</b></li> <li>• <b>Begins to engage by tracking stimuli and accepting sensory experiences</b></li> </ul> <p><b>P2i</b></p> <ul style="list-style-type: none"> <li>• <b>Shows brief engagement with activities</b></li> <li>• <b>Begins to acknowledge praise from adults</b></li> </ul> <p><b>P2ii</b></p> <ul style="list-style-type: none"> <li>• <b>Takes turns in activities</b></li> <li>• <b>Recognises and responds to own name</b></li> <li>• <b>Understands the use of the word 'no'</b></li> <li>• <b>Shows awareness of own belonging</b></li> </ul> <p><b>P3i</b></p> <ul style="list-style-type: none"> <li>• <b>Indicates they need help from adult</b></li> <li>• <b>Obey simple instructions and rules</b></li> <li>• <b>Helps to tidy up</b></li> <li>• <b>Accepts when told 'no'</b></li> </ul> <p><b>P3ii</b></p> <ul style="list-style-type: none"> <li>• <b>Returns to favoured activity on request</b></li> <li>• <b>Cooperates and participates in joint activities</b></li> <li>• <b>Follow the rules of a game</b></li> <li>• <b>Acknowledges praise of self from others</b></li> <li>• <b>Sympathises with familiar people who are upset</b></li> </ul> <p><b>Functional living</b></p> <p><b>P1i</b></p> <ul style="list-style-type: none"> <li>• <b>Experiences light/dark</b></li> <li>• <b>Experiences water of different temperatures</b></li> <li>• <b>Accepts primary care</b></li> </ul>	
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<ul style="list-style-type: none"> <li>•Shows awareness of own belongings</li>   <li>Functional Living</li>   <li>•Accepts primary care</li>   <li>•Reacts to new situations/ change</li>   <li>•Seeks object removed from line of vision</li>   <li>•Finger feeds self</li>   <li>•Holds a tool (e.g. spoon, fork, paint brush)</li>   <li>•Shows anticipation with regular routines</li>   <li>•Aware of daily routines</li>   <li>•Feeds self with cutlery</li>   <li>•Participates positively to a community activity</li>   <li>•Uses some objects functionally in the environment</li> </ul>		<ul style="list-style-type: none"> <li><b>P1ii</b> <ul style="list-style-type: none"> <li>• Turns to gaze in response to stimuli</li> </ul> </li> <li><b>P2i</b> <ul style="list-style-type: none"> <li>• Responds varies with different objects</li> <li>• Reacts to new situation or change</li> <li>• Seeks object removed from line of vision</li> </ul> </li> <li><b>P2ii</b> <ul style="list-style-type: none"> <li>• Finger feeds</li> <li>• Holds spoon</li> <li>• Shows anticipation with regular routines eg dressing, mealtimes</li> </ul> </li> <li><b>P3i</b> <ul style="list-style-type: none"> <li>• Uses communication aids to pass a message or gain attention</li> <li>• Engages with unfamiliar environments</li> <li>• Aware of daily routine</li> <li>• Aware of familiar sounds in everyday life</li> <li>• Accepts changes in routine</li> </ul> </li> <li><b>P3ii</b> <ul style="list-style-type: none"> <li>• Feeds self with cutlery with little spillage</li> <li>• Shows some anticipation due to location</li> <li>• Participates positively to a community activity eg shop, par, bus ride,</li> <li>• Uses some objects functionally in the environment</li> </ul> </li> </ul>	
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