

Ahlberg Class

Autumn 2 – Sparks in the sky

<p>My Communication:</p> <p><u>Imperative communications</u> To make a supported positive choice from two given options To make a supported negative choice from <i>one</i> given option To gain the attention of another person</p> <p><u>Following Instructions:</u> To follow a simple, single instruction</p> <p><u>Declarative Communications</u> To gain the attention of another person Attention autism sessions To extend communicative engagements that might be focussed on a narrow field of interest.</p> <p><u>Dynamic Communications</u> Learn catchphrases from TV/ songs.</p> <p><u>Narratives</u> Stage One: To follow the sequence of a short fictional narrative story Stage Two: (For the learner) to retell the story as best they can Stage Three: To retell the story with fewer prompts and increasing accuracy</p> <p><u>Personalised reading and writing</u> Daily phonics Individual reading To explore mark making activities (Write Dance) To write initial sounds To write cvc words To write a simple sentence To retell a story using props /sequencing pictures.</p>	<p>My Problem Solving</p> <p>To gain access to my favourite.. toy, snack, drink etc. To acknowledge that I want/need equipment. To get the resources and equipment I want/need. To communicate a want/need. Recognising that the thing that I want or need is not working, is broken, does not fit etc. Recognising that in order to play a game of .. we need... To solve a problem as a member of a group Problem solving in all areas of semi-formal curriculum.</p> <p>Recites number names in order Understands 'add more' or 'take some away (or out)'</p>	<p>My Relationships and Sex Education</p> <p><u>Private body parts</u> To know that there are private places where we dress and undress (covered when we go swimming)</p> <p><u>Hygiene</u> To know the importance of keeping clean.</p> <p><u>Likes and dislikes</u> To explore one's self and be comfortable with the things we like and the things we don't like</p>
<p>My Dance</p> <p>THE BODY Which parts are moving? ACTIONS What is the body doing? SPACE Where is the body moving? DYNAMICS How is the body moving? RELATIONSHIPS With whom or what is the body moving?</p>	<p>My Art</p> <ul style="list-style-type: none"> • Collage: Develop understanding of differing 2d and 3d shapes and forms when used in collage. • Print Making: Encountering simple printing. <p>Digital Media</p> <ul style="list-style-type: none"> • Encountering line and pattern. • Encountering animation. (Creating flip books) 	<p>My Outdoor School</p> <ul style="list-style-type: none"> • To play games in the outdoor school • To recognise what's around me • To move safely around the outdoor school environment • To be actively involved in the resourcing and telling of familiar stories, plays, poems • To dress for the season

<p><u>The World about Me</u> Change and the Passing of Time – To observe events that are specific to each season. To use supporting evidence to confirm seasonal changes. Festivals - Learning about and from Remembrance Diwali/ Bonfire night Learning about and from Christmas. Learning about the celebration of Christmas is about giving as well as receiving.</p>	<p><u>My Music</u> <u>Texture</u> To experience sound in nature. To explore creating music from a repeated riff. <u>Tempo</u> To explore the meaning of contrasting tempos <u>Pitch</u> To listen to voices with a wide range</p>	<p><u>My Independence</u> <u>Walking And Road Crossing</u> Walking independently in school Stopping at the kerb and looking for traffic Crossing a minor road with support Crossing different minor roads with support Landmarking – supporting the children to identify and find familiar landmarks when moving from one place to another on school grounds</p>
<p><u>My Physical Well-being</u> <u>Physical Activity</u> To actively participate in a range of playground, classroom and indoor hall games <u>Swimming</u> Learners will know how to behave in a pool environment To feel safe, happy and confident in the water To move in the water <u>Healthy Eating and Healthy Lifestyle</u> To be able to label products as either healthy or to be regarded as treats.</p>	<p><u>My Play and Leisure</u> My Play and Leisure: <u>Structured Play</u> One to one or small group games To Follow my own interests. To play a game that involves turn taking with a member of staff. To play a game that involves turn taking with a peer. To try a new activity. To work together with a peer.</p>	<p><u>My Drama</u> Participating in the school Christmas production To build dialogue and/ or action in role To role play stories from books/ films <u>Interactive Sound Games</u> What's That Noise? To encourage the use of sounds to explore different dialogues and/or actions</p>