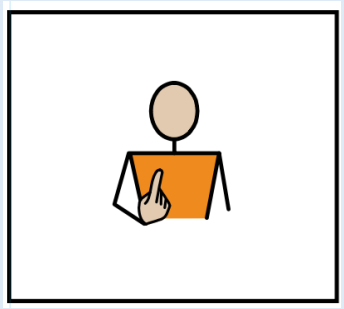
NON-SUBJECT SPECIFIC

TOPIC PLANNING BOOKLET

Lower School Term: Autumn Term Year: 1



Topic: This is Me / My Favourite Things





Literacy and Communication *Ongoing EHCP, IEP and individual programme teaching*

Focus Stories and Sensory Stories

- All Kinds of People by Emma Damon
- The Same but Different by Molly Potter
- Spreading my Wings by Nadiya Hussain
- It's Okay to be Different by Todd Parr
- A Superpower Like Mine by Dr Ranj
- Follow Your Heart by Emma Dodd
- Ten Little Fingers and Ten Little Toes by Mem Fox
- All Kinds of People by Emma Dodd
- Only One You by Linda Kranz
- Goldilocks and the three bears

Different sensory stories and tuff trays focusing on the different story focuses, with visuals showing key words and photos

Blanks Level and Colourful Semantics

- Photos of children and adults in class – who can you see, what are they doing, where are they?
- Photos of characters from focus stories – who can you see, what are they doing, where are they?

Communication

- Daily focused communication activities linked to topic and topic specific learning activities
- Daily focused communication activities using individual AAC towards individual targets
- Daily intensive interaction
- Request items favourite motivators and preferred items
- Press switches to hear children's names and names of their favourite things
- Making different sounds into a microphone during songs and stories
- Can you make sounds into talking tiles and listen back? Can you listen to your name said back to you by pressing a talking tile? Can you listen to key words and sounds from a story by pressing a talking tile?

Writing

- Stick photos and symbols of staff and children onto class posters
- Create collage of photos of favourite things
- Match key words linked to topic, from story books etc
- Match key words to pictures from stories
- Simple typing activities on the interactive Whiteboard and iPads (link to computing) – Can you type your name?
- Can you find your picture, your name, can you match your picture and your name?
- Can you make marks on software using an iPad and the whiteboard?
- Can you order letters of the alphabet? Can you match letters of the alphabet and letters in your name?
- Mark making on safe mirrors looking at reflection
- Stick photos of self onto printed photographs of the children
- Finding letters in different sensory materials – can you match to an alphabet outline? Can you match to your name?
- Can you overwrite the initial letter of your name, all the letters of your name, shapes?
- Mark making in different sensory materials

Reading including Sensory Stories and Story Massage

- Follow visual instructions to make playdough using different materials, colours, scents etc
- Range of sensory massage to stories using different sensory lotions
- Daily phonics at appropriate level within school Little Wandle phonics scheme
- Daily Everybody Read with books linked to topic
- Make posters and books using multi-sensory materials focusing on the children, what they like, their class, their classroom, their families, their favourite toys, their favourite foods etc
- Explore and make own sound books for a range of different topics e.g. 'all about me' book
- Explore dressing up activities to dress up as different characters from focus stories and requesting different items of clothing
- Who Am I? story massage: https://www.youtube.com/watch?v=p5dH2RoRR50
- Remember, remember, the fifth of November story massage (seasonal)
- Countdown to Christmas Story massage (seasonal) - create a story massage to different Christmas songs

Music and Music Interaction

- Topic Songs:
  - My Favourite Things Song 🎶 | What's Your Favourite...? | Kids Song | Learn English
  - What is a family? | LearnEnglish Kids
  - What Do You Want To Do? | Hobbies Song for Kids
  - 🎶 ALL ABOUT ME! | Fun Learning Song for Kids 🎶
  - Me! | Noodle & Pals | Songs For Children
  - My Favorite Things Song | What's Your Favourite...? Kids Song
  - What's Your Favorite Color? | Kids Songs | Super Simple Songs
- Listen to a range of sound effects from moments in stories
- Twice Weekly Music Interaction
- Request and listen to favourite songs
- Sensology
- Tac Pac
- Body and Voice
- Handle
- Handypac

Attention Autism Activities:

Stage 2 Activity Ideas

The Big Sneeze: Load a sieve with flour or fine glitter. Hold it near your nose, let out a dramatic, fake sneeze, and release the sieve so the powder sprays out over a black tray.
Hair Dryer Painting: Put a large cut-out of a head on an easel. Drip highly concentrated liquid paint on top. Use a hair dryer on a low setting to blow the paint upward, creating a vibrant, crazy "hair" effect.
Monster Feelings: Fill a clear, shallow container with dark water and drop in different coloured effervescent bath bombs or "fizzers." Describe how the "monster" is changing colour and expressing different emotions as the fizzer dissolves and the water shifts.
Melting Faces: Create faces out of shaving foam mounds on a tray. Add drops of food colouring for eyes and mouths. Use a spray bottle of water to "melt" the face, emphasizing changing feelings.
Bubble Beards: Use a strong hair gel mixed with liquid soap in a clear bowl. Use a straw to blow rapid bubbles until a massive, towering "beard" is formed in the bowl.
Wash the Baby: Take a toy baby or a laminated picture of a face. Smear washable paint (acting as mud) all over it. Use a warm, wet, soapy sponge to wipe the paint away, demonstrating the routine of washing and keeping clean.
Trace & Splat Body Outline: Lay a large sheet of butcher paper on the floor and trace a willing child (or yourself). Fill the outline with cotton wool pads topped with dollops of bright paint. Let the children use mallets or rhythm sticks to "splat" the pads, revealing the paint and decorating the body outline

Stage 3 Activity Ideas

Make a Giant Face: An adult demonstrates making a face on a paper plate or large sheet of poster board using play-dough, pipe cleaners, sequins, and googly eyes. Call children up one by one to add a specific feature, such as hair, eyes, or a smile

Play-Doh Birthday Cakes: The adult models rolling play-dough into balls to create a "birthday cake". Children take a turn pushing candles, glitter, or sequins into their cake while the group counts down and sings "Happy Birthday"

Body Part Paint Splat: Draw a simple outline of a human body or face on large paper. Demonstrate dropping a spoonful of coloured paint onto a specific body part (e.g., the head, arms, or eyes) and let the children take a turn to drop or splat the paint

Favourite Things Car Track: Create a temporary road using masking tape, or bring out a collection of favourite toy cars representing the children's interests. Demonstrate driving the cars through shallow trays of bright paint and rolling them across blank paper to make tracks, emphasizing individual choices in paint colours.

Stage 4 Activity Ideas

Personalized Playdough Faces: Provide each child with their own kit containing a ball of playdough, googly eyes, pipe cleaners, and matchsticks. Participants independently create a self-portrait or a funny face, focusing on features that represent them

Mini Silhouette Matching: Prepare a teaching table with laminated photos of the child's own face or favourite toys. The child has to match the correct silhouette, head-to-body, or label to their own photograph

Handprint or Footprint Art: Each child gets a tray with paints, paper, and stencils. They independently stamp their hands or feet to measure growth, then add decorations like sequins or stickers that represent their favourite things

Collage Boxes: Give each child a small tray or box filled with craft materials, magazines, and photos. They are challenged to create an independent collage of the things they love (e.g., animals, food, colours)

Lego/Duplo Name Plates: Provide a pile of colourful building blocks and a card with their name. The children independently build their name using the blocks, or build a tower to the exact height they want.

Cognition and Learning *Ongoing EHCP, IEP and individual programme teaching*

Early Maths Schemas

- Explore puppets related to story characters, themselves, family members, familiar staff members
- Make play dough faces to represent themselves and others around them
- Give children a variety of tools to explore large boxes of coloured water with glitter – jugs, spoons, ladles etc
- Use funnels and cups during messy and water play
- Use lego, bricks etc to create different homes, schools, buildings of favourite places
- Use large boxes to create quiet dens and dark dens in the classroom and outdoor area, make tents with chairs and blankets etc
- Explore and complete simple jigsaw puzzles of different familiar faces
- Explore a range of spinning toys and children to identify their favourite
- Encourage children to sort their favourite toys and items into like and don't like boxes. Create a box of their favourite things
- Play bowling with a variety of balls and skittles and encourage children to knock down the items
- Play magnetic fishing games, with photos of children in class on the magnets, names of children in class on the magnets.

Early Maths Strands

- Exploring capacity (full/empty) through water play
- Order and sort items related to topic (story resources, favourite things) according to size, shape or material
- Requesting a certain number of items e.g. e.g. I want three hats, I want one spoon
- Getting dressed – how many socks/shoes/trousers do you need? Requesting different quantities and colours e.g. I want 2 pink gloves
- Place numbers in different sensory materials. Can you find the number 4 and then find 4 objects to match the numeral?
- Request a box with a numeral on, and explore inside the box (quantity of items to match the numeral)
- Collect different materials or use materials of interest and make different groups of numbers, e.g., make a group of 4 toys and match correct numeral to amount
- Matching favoured items to correct numbers – counting how many
- Requesting long or short materials to complete a piece of artwork e.g. I want long string, I want short ribbon
- Listen to, participate in and explore resources relating to counting songs about their favourite things or links to story focus
- Use 2d shapes to make faces
- Find different numbers and shapes on a walk around school
- Give children photos showing different numbers and shapes around school – can they find them?
- Explore size related to bears from Goldilocks and the Three Bears – big to small
- Explore quantities of porridge oats linking to Goldilocks and the Three Bears – full and empty bowls
- Early counting activities up to three linking to the three bears
- Make patterns and follow a given pattern using coloured bricks, coloured counting resources
- Parachute activities – how many items shall we shake? Fast or slow? High or low? Children to request using symbols

Natural Sciences

- Sensory: Engaging with different textures, smells, and visual effects
- Follow learning outcomes in outdoor learning passports
- Explore different outdoor spaces in school and match to photographs
- Using commenting boards to comment on what the children can find and see in the outdoor environments e.g. I see leaves, I hear planes.
- Finding quantities of outdoor materials e.g. find two stones, find three sticks
- Completing physical exercise activities in a range of outdoor areas
- Plant and grow a range of flowers, herbs, plants etc. Use a watering can to water the plants.
- Use different coloured glowsticks for tracking activities
- Create 'mountains' using sticks, stones etc when outside
- Use sticks/ stones/shells/pine cones to create shapes/ graphemes/numerals
- Explore capacity using sticks/ leaves and tubs
- Build scissor skills through snipping grass/ leaves
- Create a collage of photos showing the children in outdoor spaces
- Take iPad to the woodland to allow the children to take their own photos/ videos of nature
- Use switches to listen to a range of sounds the children can hear when outside – birds, traffic, planes, leaves crunching
- Collect items from the woodland to create natural collages to display in class
- Create nature sound bottles (sticks/ dried leaves/ pine cones/ shells) for the children to explore

DT

- Create fingerprint art
- Make puppets of self, friends and family using a variety of materials
- Make a house with doors that open and show photos of themselves, family, friends
- Puzzles of self, own faces to put together
- Make a fabric scarf using different colours, textures, shapes of fabric to wear when accessing outdoor spaces
- Use boxes, large bricks, lego to create homes
- Making long paper chains to display in class, joining photos of children within class, names of children within class.
- Use art and craft materials, junk model materials to make collages of self, characters from stories, different animals etc
- Make different coloured prints onto photos of their faces

FT

- Range of foods, textures, flavours to taste and explore – label or sort into like and dislike
- Use a variety of utensils to make different textures using edible ingredients – different spoons, pipettes, potato masher, sieve etc.
- Use photo instructions to make a variety of recipes:
  - Personalised 'Me' pizzas
  - 'My Favourite' smoothie
  - Self-portrait biscuits
  - Self-portrait scones
  - 2d shape pizzas
  - 'Me' muffins using individual flavours that the children like
  - Porridge and oat biscuits and muffins linking to three bears

Computing

- Children to take photos of themselves, their friends and staff in class and around school
- Make marks on background of photos of themselves on the whiteboard
- Early typing activities – Can you type your name? Can you type the names of different people?
- Can you type your name using a keypad? Can you take your photo using an iPad?
- Use 2Simple/paint to have outlines of faces and bodies. Pupils to choose to add to the outline
- Use simple software to access literacy and numeracy apps
- Exploring a range of electrical toys with different light and sound effects in computing – how do I turn it on, off? What does the switch do?
- Use a range of electrical toys e.g. remote control cars, light up and sound toys, bee bots. How do they work and how can we control them?
- Access ICT games linked to topic:
  - Number blocks
  - Alphablocks
- Children to use AAC to choose which CBeebies show/game/song they want to watch based on their favourite characters: https://www.bbc.co.uk/cbeebies
- Explore the following interactive games on the whiteboards:
  - My World - EYFS Understanding the World game - BBC Bitesize
  - Who is in your family? - EYFS - Reception - BBC Bitesize
  - Who helps you and your family? - EYFS - Reception - BBC Bitesize
  - Where do you like exploring? - EYFS - Reception - BBC Bitesize
  - Tale photos of videos on iPads of what they like

		➢ Hey Duggee Colouring Game: Free online painting and colouring game from Hey Duggee on CBeebies website - CBeebies ➢ CBeebies Creative Lab: Free fun art game for 2-5 years old kids - CBeebies • Sensory environments including the Sound room (CLDD) • Use of switches – BigMack, smooth talker, press pad, Powerlink switch • Computer programs for use with one or two switches.

PSED *Ongoing EHCP, IEP and individual programme teaching*

• Explore, share and create collages containing photos of self, friends and family • Explore and identify favourite colour, food, toys, clothes • Explore puppets linking to self, friends, family, different people • Ask family to send in baby photos vs photos of now and display in class • Name parts of body – complete simple puzzles of people and their body parts • Invite family members in for a class picnic – link to making recipes in cognition and learning • Dress up in costumes and practice simple role play • Explore small world play items linked to topic theme and story focuses • Explore a range of topic related toys – how do they work?	• Twice weekly fun with food sessions – see session programme • Daily routines to teach peer interaction: morning circle time (who is in today, what is the weather, what are we doing today) and afternoon emotions circle time (feelings song, how do you feel, make different expressions in mirrors) – see info below • Daily relaxation sessions after lunchtime focusing on outcomes in strand 'relaxation and regulation' • Incorporate safety strand into lessons across the week by incorporating critical communication skills 'wait, finished, more' etc • Taste different food and drink linked to PBL focus – comment on do you like it, don't like it	• Matching pictures of self to name • Labelling pictures of self-using symbols e.g. brown hair, green eyes, two ears • Sort symbols and pictures into groups of 'like' and 'don't like' • Choose favourite toys to engage in – can you take/find pictures of your favourite things? Children to create their own choice boards of their favourite things. • Make a class poster – who is in my class? Display on classroom wall • Make paper chain showing all children and staff in class
• Request and explore a range of self-help materials in water e.g. soap, body wash etc • Practice washing pars of body, requesting items needed for washing, brushing teeth, requesting items needed for brushing teeth, brushing hair and requesting a brush • Listen to songs relating to self-help skills • Practice trying on a range of different clothing for different seasons and as part of dressing up • Link to fun with food and food tech for exploring healthy food and using cutlery/utensils to prepare and eat food • Exploring different quantities of self-help materials e.g. requesting more of a hand wash, shampoo etc, specific coloured shampoo, body wash	• Visit to local shop or supermarket to buy foods to include in food tech recipes • Visit to outdoor gyms and playgrounds in the local community • Visit other school site to explore outdoor areas • Visit local libraries to look at books	• Small world play linking to stories from Literacy and Communication and favourite small world toys • Exploring favourite play resources, toys etc • Sharing favourite play resources and toys using a turn taking visual, timers etc • Play with dolls, teddies and figures linking to stories – can you feed the teddy bear? • Interactive play games such as peek a boo, chase, hide and seek

Physical

Ongoing EHCP, IEP and individual programme teaching

Physical Skills – Topic Related

- Simple action songs including:
  - Heads shoulders knees and toes
  - If you're happy and you know it
  - Open Shut Them
  - The Wheels on the Bus
  - I Can Do It with 15 More Action Songs for children | Nursery rhymes | Patty Shukla Compilation
  - Sticky Kids - Stand Up, Sit Down (Action Video)
  - Sticky Kids - Let's Go Walking (Action Video)
- Explore favourite toys and favourite equipment around school
- Create an obstacle course where children can "run away" like Goldilocks. Set up areas where they have to "jump over beds," "sit in chairs," or "taste porridge"
- Push and pull activities using PE equipment
- 'I can make shapes' - with my body; model lying down and make a straight shape, star shape etc. Children to copy.
- 'Copy me' – do different shapes and exercises to music and the children to copy e.g. jumping jogging, standing still
- Favourite finger stories like 'Where is thumbkin' and
- 'Round and round the garden'

MATP

A carousel of skills incorporating striking, kicking, dexterity and mobility based on an individual's needs. See individual progression maps.
Christmas MATP story.

Striking: Table tennis, batting a ball e.g rounders or cricket
Kicking: space blanket, football, A frames
Mobility: Walking frames/races, reaching for items on the floor e.g. rolling
Dexterity: Grasp and release into sound bins/different sized buckets, skittles, boccia

Alter the shape and size of objects
Alter the level of assistance given.

Focus on the elements scheme of work: Air

Physical Skills

- Engage in a range of physical activities in PE sessions – throwing games, running games, obstacle courses, target games
- Listen to a range of songs based on the topic and copy basic dance movements
- Ask parents to share children's favourite songs and have a weekly dance party using coloured scarves/ shakers
- Obstacle course – complete different actions with different equipment
- Visit parks with outdoor gyms to experience (Thornes Park, Pugneys) and playground
- Incorporate PSED through relaxation as a cool down as the end of PE sessions
- Access to different school spaces as part of timetable e.g. ASPIRES, soft play, SI, Hall, adventure playground, woodland, sensory room, sensory pod, sound room
- Walk in local area, matching photos to places around school

Motor Skills

- Sensory Massage & Awakening: Gently massage hands, arms, and fingers with textured creams or essential oils to stimulate nerve endings and improve awareness before attempting tasks.
- Switch-Activated Technology: Use switch-adapted toys, lights, or music players for children to press a switches to encourage grasping, intentional hitting, and an understanding of cause and effect.
- Messy Play & Mark Making: Provide safe, multi-sensory materials like cooked spaghetti, sensory salt, edible foam, or water for children to move hands through these textures to encourage reaching, sweeping, and undirected mark making.
- Grasp and Release Games: Assist children to hold, lift, and drop weighted or easy-to-grip objects (e.g., large foam blocks, beanbags, or textured balls) into bins or onto hard surfaces to practice voluntary release
- Use syringes, pipettes and droppers to create art related to topic. Use coloured water in squeezy bottles to create art work on ground or wall related to topic.
- Play-Dough & Clay: Kneading, squeezing, and rolling dough through dough disco. Use dough to create cauldrons, wizards hat, witches broom etc.
- Threading & Beading: Threading macaroni, cut-up straws, or beads onto strings or pipe cleaners to create different crafts related to topic
- Puzzles: Have a variety of puzzles relating to the topic for children to lift and place in correct position.
- Tongs & Tweezers: Have children pick up small items (pom-poms, raisins, buttons) using tongs or adapted tweezers
- Sensory Bins: Let children dig their hands into a tub of dry lentils, sand or other sensory materials to search for hidden objects related to topic
- Sensory Walks: Assist children in moving over or feeling different textured mats, blankets, or outdoor surfaces, physically interacting with their environment through their feet, hands, or entire body.
- Positional Variations: Alternating positions throughout the day (e.g., supported sitting, side-lying, or using specialised standing frames) as per individual physio programmes
- Obstacle Course: Create a safe course using pillows to step over, blankets to crawl under, and tape lines on the floor to walk in a straight line.
- Create faces on wall using squeezy water bottles with coloured water.

Tri-Weekly PBL Focuses

Week 2 WC - 07.09.26	International Day of Charity
Week 4 WC – 21.09.26	Recycle Day
Week 7 WC – 12.10.26	World Food Day
Week 10 WC – 09.11.26	Diwali
Week 13 WC – 30.11.26	Thanksgiving and Advent

Daily Teaching Routines linking to NSS Curriculum

Morning Circle Time (Literacy and Communication and PSED)

1. Singing 'good morning' and visually identifying who is in school and who is at home. Identifying own photo, overwriting name
2. What's the weather today – using multisensory exploration for different elements and commenting boards for what the weather is like outside
3. How do you feel – choosing from an emotions choice board, making different facial expressions in mirrors

Daily Relaxation after Lunchtime (PSED)

1. Turn all the lights off and close all of the blinds
2. Have relaxation music on the whiteboard
3. No speech from adults throughout the duration of the session unless pupils communicate - use an intensive interaction approach.
4. Have calming objects out and children to request what they want e.g. blankets, massage, lotion

Afternoon Circle Time (Literacy and Communication and PSED)

1. Singing 'good afternoon'
2. Emotions song
3. How do you feel – choosing from an emotions choice board, making different facial expressions in mirrors

Goodbye Circle Time (Literacy and Communication and PSED)

1. What have we done today – share photos and celebrations of achievements
2. One minute quiet time
3. Time to get your coats/bags
4. Tine to sing 'goodbye' song

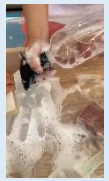
Snack Time – see communication guidance on specific routine for daily snack time (Literacy and Communication)

Multi-Sensory Topic Teaching Ideas and Activities

Tactile

"Things I Love" Texture Board - Glue contrasting materials onto a sturdy cardboard sheet. Use velvet, faux fur, sandpaper, and silk.
Body Part Printing - Press hands or feet into safe washable paint. Stamp the prints onto large roll paper. Explore the wet texture before it dries hard.
Favourite Toy Rescue - Hide plastic favourite toys inside different sensory textures. Children dig through to find their items.
Tactile brushing – Using a choose board of the body children to choose an area to explore using a range of tactile brushes – baby brush, pastry brush, feather duster, paintbrush…
The best sensory walk – Create a walk using trays of different sensory to explore using their feet – sponges, rice, oats, squirty cream, water...
Let's wash our hands! – Children to have access to water filled gloves, sponges and soapy water. Adults to use whiteboard markers to mark make on the gloves for the children to wash off.





Visual

Self-Portrait Sensory Bottles - Fill plastic bottles with water, glycerine, and glitter. Drop in laminated photos of the child. Add small items representing their favourite colours.
Mirror Emotion Matching - Draw simple emotion faces on a mirror. Use dry-erase markers for the drawings. Children pull faces to match the drawings.
"Things I Like" Posting Box – Place images of children's favourite objects, toys, people alongside a decorated box.
What is my name reveal – Using a white crayon adult/child to write their name on a piece of white card. Using watercolours child to reveal their name.
Magazine features – Children to explore a selection of magazines or cut out features from newspapers/magazines to create images of a face.





Auditory

"Sound of Me" Guessing Game - Record familiar daily sounds unique to the child. Include their laughter, favourite song, or repeated phrases or sounds. Play the clips aloud for sound recognition.
Favourite Song Shake-Up – Collect a range of instruments and play the child's favourite upbeat song. Encourage tapping along to match the rhythm.
Voice Changer Exploration - Use simple microphone toys that alter pitch. Let children speak, hum, or make noises.
Can you match the sound? – Children to shake plastic eggs filled with different materials, children to use images of what is inside to match to the eggs.
My favourite song/sound – Create a choose board of children's favourite songs (Ask parents) to have a fun movement session.
Painting with sound – Children to explore mark making on mirrors with paintbrushes with bells attached. Does the sound change if you paint fast or slow? Is the noise different when you paint the hair or the eyes?





Olfactory (Smell)

My favourite scent - Put familiar scents into small spice jars. Use lemon slices, cocoa powder, or peppermint. Record reactions to indicate a preference.
Scented Playdough Self-Portraits - Mix vanilla, peppermint, or strawberry essence into dough. Provide cutters and facial features templates. Children sculpt themselves using scents they prefer. Children could also use flowers/herbs for hair.
Mystery scented playdough- Create white playdough adding inside adding a range of different extracts – Vanilla, mint, lemon…. Can the children guess what smell is hidden inside? Visuals of the extracts to be available to match.
Spice faces – Children to use a range of different spices to fill in a face outline or paint over their own image – Turmeric, cinnamon, nutmeg, paprika…





Gustatory (Taste)

"What I Like" Flavour Tasting - Offer tiny samples of sweet, sour, and salty. Use yoghurt, fruit pieces, mild crisps, or lime. Children use a visual (Fun with food) to show if they liked/disliked the food.
Favourite Smoothie Station- Present chopped fruits for the children to choose (AAC). Let them push the blender button (with ear defenders if sensitive). Drink the creation through fun curly straws.
All about me pizza's – Cut out the shape of a person using a large gingerbread man cutter from a wrap. Encourage pupils to choose a range of toppings (AAC).
Wibble wobble play – Fill a tray with bowls of different coloured and flavoured Jelly supported by pictures of the flavours – Strawberry, orange, lime, raspberry…which one is your favourite? Place pictures of the children or objects inside to dig out. Freeze the jelly for a different texture!





Vestibular & Proprioception

The "Look at Me" Gym Ball Roll - Have the child lie with their tummy over a large, soft therapy gym ball. Hold the child securely at their hips or thighs. Gently roll the ball forward until their hands touch the floor to pick up a photo of themselves or a favourite item.
Favourite Character Balance Path - Lay down a wavy, textured balance beam or tape a straight line of colourful footprints on the floor. Place small plastic figures of their favourite characters along the path. The child walks step-by-step along the path, bending down carefully to pick up each character.
"My Favourite Things" Scooter Board Dash - Place large picture cards of the child's favourite things at one end of the room. Have the child lie on their tummy on a four-wheeled scooter board. The child pushes with their hands to "zoom" across the room to collect their favourite picture.





Everyday High-Quality Inclusive Teaching and Learning at Kingsland Primary School

Teaching Meaningful Lessons

Targeted activities according to level of attainment and understanding

Modelling and demonstration

Personalised, Motivating and Multi-Sensory Teaching and Learning activities

Independent and group learning opportunities

Adaptive, differentiated and challenging tasks

Functional application of skills

Total Communication and Engagement Support

Inidividual high and low tech AAC in place

Individual sensory engagement supports in place - fidgets, ear defenders, deep pressure, chewies, flexible seating, OT equipment etc

Whole class communcation supports in place and being used - visual task breakdowns, visual timers, clear timetable that is communicated and updated with the children, objects of reference etc

Interactive supports used by all staff - intensive interaction approaches, minimal language approaches, one adult speaking at a time, minimal background speak, relational behaviour approaches

Meeting Physical and Sensory Needs

Interoceptiive needs met - hunger, thirst, toilet, temperature etc

Sensory needs met - movement, deep pressure, fidgets etc

Environment is free clutter, use of natural light, little background noise

Positioning, OT and physio considerations

Assessment of Progress and Achievement

Assessment for Learning

Ongoing, daily fomative assessments

Progress of achievement collated using Basket of Assessment

Assessment of Learning

Summative assessments to measure and report on progress and achievement

Evidence collated through Basket of Assessment

Judgement of progress and achievement on Pupil Progress Matrix