

### Cycle of Themes

Our half termly themes provide irresistible learning opportunities that capture the interest of pupils, build upon knowledge and form the building blocks of active learning and engagement.

	Autumn	Spring	Summer
<b>2019-2020</b>	Me and My Friends Light and Dark	Transport Food and Farming	In the Garden At the Seaside
<b>2020-2021</b>	All About Me (first two weeks) Weather and Seasons The Arctic/Christmas (last two weeks)	Fairy tales/Traditional Tales Dinosaurs	In the Jungle The Circus

### Cherry Garden Areas of Learning

Language and Communication	Physical Development	PSED (including RE)	Mathematical Development	Creative Development	Understanding the World (including RE)
Language and Communication	Gross Motor	Self-care and independence	Routes for Learning	Creative Performance	People and Communities
Understanding and Attention	Fine Motor	Relationships and others	Number	Media and Materials	The World
Reading	Swimming	Feelings, Behaviours and Morals	Shape, Space and Measure	Design and Technology	Scientific Enquiry
Writing				Creative Expression	ICT

Symbol exchange/  
communication  
book Transition

Transition

### **Communication and Interaction**

**Speech and Language** sessions are delivered by our SALT team (NHS and Metis Therapy). Individual and personalised targets are derived from the pupil's EHCP. SALT also work collaboratively with classroom staff to integrate the teaching of specific targets into each child's daily curriculum.

**PECS (Picture Exchange Communication System)** is designed to support pupils with limited verbal communication skills to express their wants and needs through exchanging pictures or symbols. There are 6 phases of PECS ranging from a single picture exchange to phase 6; where pupils are able construct more complex sentences, answer questions and spontaneously comment on the world around them.

**SCERTS®** is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. Where SCERTS is identified as an appropriate intervention for a child, SALT (speech and language), OT and the classroom teacher work together to complete an initial assessment.

**Intensive Interaction** works on early interaction abilities – how to enjoy being with other people – to relate, interact, know, understand and practice communication routines. It teaches and develop the 'Fundamentals of Communication' things like: the use and understanding of eye contact, facial expression, vocalisations leading to speech, taking turns in exchanges of conversation and the structure of conversation.

**Attention Autism (Box Time)** is a fun and exciting intervention that focuses on developing joint attention skills, engagement and spontaneous interaction. We build on the skill levels of the pupils to help develop their verbal and non-verbal communication through visually stimulating and highly motivating activities.

**Sensory stories** are used to capture pupil's engagement and draw them into new and exciting topics and stories using words and sensory stimuli (touch, sounds, sight, smells and tastes. Sensory stories are a great way of improving sensory processing and are therefore an excellent resource for those with sensory processing difficulties.

**Shopping/Café:** Community Awareness is an integral part of our curriculum and supports pupil's development in understanding the world around them. Through weekly walks to local shops, cafes and parks, pupils learn vital skills in communication, social interaction, independence and safety. These skills provide the building blocks in supporting pupils to become active members of society.

## Phase 1 Curriculum Information

### **Cognition and Learning**

**Art/craft** allows the pupils to develop their creativity through painting, building, drawing and creating. Our half termly topics give our art and crafts activities a theme that is engaging for the pupils and built on their interests.

**Cooking** plays a big part in helping develop pupils' tolerance of new foods. Pupils are given opportunities to explore a range of foods whilst developing their cutlery skills. Topics are embedded into the curriculum through fun and engaging cooking activities.

**Sensory play** is an exciting part of the curriculum that is tailored to individual preferences and needs. Through texture, sound, light and movement, pupils are given opportunities to explore and develop all of their senses whilst learning essential regulation techniques.

**Reading** is introduced through sensory stories and tactile book exploration. It is then progressed onto sound exploration and early phonological awareness. Stories and songs are embedded throughout the school day, especially during circle time!

**Writing/Mark Making** is developed with and taught alongside fine motor skills. Pupils are exposed to early mark making concepts through tactile and sensory play then progress onto writing using a range of tools, for a range of purposes.

**Maths/Problem Solving** is tailored to individual pupils based on interests and abilities. Motivating activities such as number hunts, outdoor shape exploration and sand & water play are used to introduce mathematical concepts through play and investigation.

**Science/Understanding of the World** plays a big part in sparking curiosity and exploration of the world. We use our outdoor areas to discover natural objects, wildlife and mini-beasts alongside exploring basic scientific properties such as floating & sinking and light & dark.

**ICT** is developed through the pupil's interest and abilities. We use a range of media such as Beebots, iPads, cause and effect toys and switches to develop the pupils' use and knowledge of ICT.

**Music** plays a big part in our school and is used across the curriculum. From singing during circle time to instrument exploration, pupils are given numerous opportunities to express themselves through song, rhythm and dance.

### **Social, Emotional, Mental Health**

**Child Initiated play** supports pupils in having ideas and being in control of their own learning. It enables them to learn through first-hand experiences, allowing them to choose how to use the resources to do so.

**Play skills** allows adults to initiate, lead or facilitate play between pupils. Adults will structure activities to encourage co-operation and build positive peer relationships within class.

## Phase 1 Curriculum Information

**Outdoor play** promotes cognitive, physical, social, and emotional well-being, offering the necessary conditions for children to thrive and learn. Through play, the child can experiment, solve problems, think creatively, cooperate with others, etc., gaining a deeper knowledge about his/herself and the world.

**Drawing and Talking** is used to support pupils of all ages with underlying emotional difficulties that may be affecting their learning and behaviour. It allows pupils to talk about worries, anxieties and feelings whilst drawing, colouring or painting.

**Emotional regulation** encourages pupils to manage their emotions and behaviour in accordance with the demands of the situation. Personalised OT sensory diets encourage pupils to resist highly emotional reactions to upsetting stimuli, to adjust to a change in expectations, and to handle frustration without an outburst. It is a set of skills that enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and our own feelings.

### Physical/Sensory

**Hydrotherapy** allows pupils freedom of movement, relief of pain or muscle spasm, the opportunity to improve their flexibility or joint range and the chance to improve their strength or endurance. It also improves concentration and increases self-esteem.

**Rebound Therapy** uses bounce, momentum and rhythm to facilitate active movement in a gravity free scenario. Rebound therapy is an evidence based treatment that significantly improves movement, balance, tone, fitness and communication skills in pupils.

**Sensory Integration Swing** supports pupils by calming the body's "fight or flight" response. The sensory swing makes pupils feel safe, soothing their overly stimulated senses. Pupils with sensory processing disorders benefit from personalised swing programmes which help to regulate pupils and improves concentration for learning.

**OT** supports pupils' play, improves their school performance, and aids their daily activities. It also boosts their self-esteem and sense of accomplishment. With OT, pupils can: Develop fine motor skills so they can grasp and release toys and develop good handwriting or computer skills. They can also develop gross motor skills and learn to self-regulate their behaviours.

**Physiotherapy** helps with the development, rehabilitation, and improvement of movement skills and performance. Physiotherapists may work on gross motor skills such as sitting, standing, and walking, as well as improvement in flexibility, strength, and endurance. Physiotherapy will be delivered by both physiotherapists and school staff.

**Boogie Bounce** is a fun exercise programme using a trampoline. It is a high energy, cardiovascular workout which improves both fitness and self-esteem in pupils.

## Phase 1 Curriculum Information

**TACPAC** draws together touch and music to create a structured half hour of sensory communication. It allows pupils to communicate their likes and dislikes as well as build tolerances. TACPAC has a significant calming affect upon pupils and improves concentration.

**Sensory Garden** allows pupils to engage with the environment whilst encouraging explorative and discovery skills.

**Sensory Room** allows pupils to relax whilst interacting with their environment. Sensory stimulation is increased, enhancing learning and play as well as improving balance and concentration.

**Seb & Olivia's Den** is a multi-purpose facility which allows pupils to develop both sensory and physical elements of their curriculum. It provides a multi-sensory environment for pupils to explore as well as a multitude of apparatus to improve physical ability.