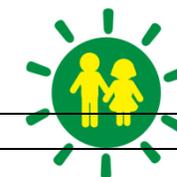


Week 7– Christmas Activities (re-visit Number)



**CLASS: 18 KS3 HALF TERMLY OVERVIEW TERM: Autumn 2020 HT2 Teacher: Tom Topic: Fashion/Celebrity**

**Overall Theme for weeks:**

<b>Week 1- Number</b>	<b>Week 2- Shape</b>	<b>Week 3- Weight</b>	<b>Week 4-Capacity</b>	<b>Week 5-Length</b>	<b>Week 6 U&amp;A/Statistics</b>
<b>Maths: Food and Shopping/Cooking &amp; Christmas Enterprise</b> <i>You can help me by: Encouraging me to use my maths skills out in the community/shopping/cooking etc.</i>					
<i>Number Focus:</i> Counting how many of something for a recipe e.g. smoothie. Following a sequence of steps (1 <sup>st</sup> , 2 <sup>nd</sup> ,3 <sup>rd</sup> ) saying which packet has more/less.	<i>Measure: Shape</i> Looking at the shape of packaging at the shops. Matching real objects to 2D shapes or 3D shapes. Cutting shapes into dough when baking. Salt dough decs.	<i>Measure: weight:</i> Measuring ingredients using balance scales. Saying which bag of shopping is heavy/light. Measuring a recipe using units (grams) or weights.	<i>Measure: capacity:</i> Following a cup recipe. Comparing amounts (mocktail). Emptying and filling containers. Saying which bottle has most or least-ordering by size.	<i>Measure: length</i> rolling our dough to a given length and then ordering by size. Using bricks to measure size of containers. Measuring plants for enterprise in cm.	<i>U&amp;A Focus:</i> conducting surveys for favourite Christmas toys / Enterprise. Making patterns for Xmas decorations in art. Solving number problems in cooking.
<b>PSHE- Self-care, support &amp; Safety (link to E-safety)</b> <i>You can help me by: Helping me to stay safe online at home.</i>					
Discuss how we keep ourselves safe and healthy-using PD checklists check dressing and showering skills. Identify specific targets for self-care.	Public and Private places- Think about where it is OK to be naked. Discuss which behaviours are appropriate or inappropriate. Think of ways to distract ourselves.	Personal belongings- practise asking to borrow something that isn't yours. Work on remembering your own possessions	Personal space- remember to respect personal distance (re-visit Covid-19) 2m social distancing. Practise hand washing and other hygiene practises.	Emergency services- when do we need to call 999? Discuss first aid- think about what type of medicine is needed to help in a range of situations.	Practise logging on and switching on a computer and using their own online account. Extend to using an email for more able pupils. Send a message to a friend.
<b>Community Access/Life Skills - Shopping &amp; Road Safety</b> <i>You can help me by: Taking me shopping and encouraging me to follow a shopping list and pay for items as independently as possible.</i>					
Where possible pupils will be encouraged to walk to local supermarkets, en route they will be encouraged to think about how to stay safe around traffic, use a range of different pedestrian crossings and also find a variety of road and environmental signage as part of their environmental literacy. Maths and English skills will be embedded in writing shopping lists both online and offline, working out costs and amounts needed for recipes. Pupils will be supported to wear a mask but if not appropriate then they will be given a sunflower lanyard and exemption card.					
<b>PE- Gym @ college / Walking group</b> <i>You can help me by: Encouraging me to shower and dress as independently as possible (use PD checklist) and think about my privacy.</i>					
They will practise dressing and showering skills in individual sessions where appropriate. They will also have the opportunity to visit Mayfield College at the Occombe site. They will have access to all of their gym equipment, the focus will be on fitness but also exploring the new environment and beginning of transition to college. Those pupils who may find this environment difficult will access a local walking group out in the community instead. Pupils will swap over groups where appropriate.					
<b>WRL- Combe Pafford / Dorbri Stables / Horticulture</b> <i>You can help me by: Encouraging me to transfer some of the skills I am learning at school to home e.g. helping to water plants.</i>					
<b>Combe Pafford- Hairdressing</b> Pupils will have opportunities to experience a range of vocational courses at CP school for a whole morning up until Summer Term. This half term they will be working in the salon and learning about how to keep hair healthy and clean. They will practise washing and styling each other's hair. <b>Dorbri Stables-</b> Pupils will all have the opportunity to visit a working livery yard where they will learn how to care for the horses. Again, the purpose of these sessions is not to ride the horses but to experience working outside in a farm environment and to reflect on what they like/dislike about it. However there will be some horse therapy time as well! <b>Horticulture-</b> We have an ever expanding range of gardening facilities on main site now including the poly tunnel, herb courtyard and our vegetable patch which is currently under construction. Maths and English skills will be embedded across the week in a range of gardening activities to help pupils to apply their core skills whilst enjoying the fresh air and also being able to eat some of the produce!					
<b>English Listen to Me / Communication/</b> <i>You can help me by: Learning signs/symbols of the week as demonstrated on the online learning portal.</i>					
<b>Listen to Me Books (non-fiction)-</b> Following from the information we have gathered for pupils' reviews we will be making individual Listen to Me books which contain information about their favourite things and what they like and don't like. This will also help to update their one page profiles as well. Pupils will be encouraged to annotate favourite photos and write using words or symbols.					



**My story (Fiction)** - Pupils will make their own stories using a range of options and involving their favourite characters from fiction, they can make their story as silly as they like! Then move onto making their own story using iPads and green screen to animate the story.

**Communication**- A dedicated weekly session will take place for pupils to develop use of AAC devices, symbols and signs in order to improve their ability to initiate interactions using more key words. Answer questions correctly and increase their confidence and vocabulary. These skills will then be encouraged throughout the rest of the week.

**Reflection Time**- Pupils will have a weekly session where they look at photos from their week and talk about what they liked and didn't like. They will then also annotate the photos according to their appropriate level of writing e.g. symbols, key words or handwriting/typing.

**Reading (9-9.30)** Pupils will be encouraged to read for pleasure rather than following a reading scheme. They will also read for information in leaflets during this session and sort photos of shops and logos they encounter in everyday life (e.g. sorting all the supermarkets together as they sell food)

**Creativity- Attention Sessions**

*You can help me by: watching the attention autism videos on the Online learning portal.*

Pupils to experience a range of sensory experiences in large trays to help improve their attention- the idea is that they will be allowed to watch and communicate but not touch for the first 10 minutes. Then they will be encouraged to join in with exploring the sensory materials at their desks (this will be linked to the weekly maths theme) For instance making long and short worms out of shaving foam using plant pots. This will then be extended to mark making in shaving foam and then into more functional applications such as looking at different heights of plants in gardening. Work that pupils produce will be shared in the class gallery.

**Knowledge & Understanding of the World: Science – Atoms, Elements and Compounds.**

*You can help me by:*

Solids, Liquids and gases- sorting and exploring a range of substances to label them correctly.	Freezing – focusing on liquids to a solid. Link to cooking and using a freezer to make something turn into a solid. Making iced cream.	Melting- Focussing on things that go from a solid to a liquid. Making chocolate crispy cakes.	Evaporation- Making salt crystals- leaving them over night and seeing what has happened.	Condensation- steaming up windows and drawing in them using kettles and mirrors.	Dissolving- experiment to see which substances dissolve and which do not. Make a sugar crystal lollipop.
---	--	---	--	--	--

**SmILE (functional communication sessions) – Asking a question at the shops**

*You can help me by: taking me to shops or cafes and encouraging me to order food or buy items independently.*

As stated above pupils will be encouraged to be as independent as possible in local shops and supermarkets. They will practise these skills in roleplay scenarios at school and then follow this up by practising these skills in the community using real coins and food items. Adaptions will be made where necessary to help pupils to make themselves known to members of the public e.g. AAC devices/symbols/signing where necessary. Pupils will practise this skill in the neighbouring class as they are running a tuck shop on a Friday.

**ICT- My Town (Google Maps)**

*You can help me by: Sending information about your local area into school and reading information signs when out in the community.*

Pupils will learn their addresses. They will then look up their house on google maps. Then they will look at places of interests near where they live and find the corresponding logos and signs for these places e.g. the local Spar or supermarket. This will then be widened to think about the local town that they live in e.g. Paignton zoo / Splashdown / pier etc. This will then be made into a local booklet about the town that they live in.