

## 10US Curriculum Newsletter



**Autumn Term 2019**

The development of the **curriculum** is the **whole school focus** for this year.

The teaching of **reading** will be the focus during this Autumn term.

'**Africa**' will also be a focus for all pupils this term, as we prepare to welcome teachers from our partner school in Nairobi for a week in November.

### Topic: Having My Say! And Africa

#### Early Communication Skills

Activities that will be covered are linked to theme of 'Having My Say!'

**Multi-sensory story:** This term's story, 'Handa's Surprise', themed around Africa and about the pupils having their say. The story will include use of technology: pupils will use switches to control PowerPoint slides to tell the story and also to add sound effects to the story. Stories will contain repetitive elements: pupils will be encouraged to join in using actions and vocalisation.

Storytelling through use of sounds, objects and actions which pupils will be encouraged to explore, including: musical instruments, ribbons, light up toys, vibrating toys, a sensory tray with objects hidden inside.

Intensive Interaction planned 1:1 sessions: Pupils will work on individual communication targets.

#### **TACPAC:**

**TACPAC style communication sessions, using TACPAC inspired activity; it is hoped that the repetitions will help build anticipation and enable any progress to be measured. Pupils will be encouraged to respond to each 'Having my say' themed activity, by using facial expression, gesture or vocalisation, to express like/dislike or to request more/no more.**

Pupils individual targets will be worked on through the use of switches, opportunities to express choice and experiences that rely on the senses of touch, smell, sight and sound.

#### Early Thinking Skills

Activities that will be covered are linked to the theme of 'Having My Say!'

**Multi Sensory Room:** Activities linked to individual targets will be set up for pupils to access. Pupils will be encouraged to reach out for objects in the room and on the Magic Carpet which are linked to our theme of Having My Say! Whereby pupils will choose activities according to individual abilities. They will be supported to roll, walk with support, walk with the aid of a walker and supported to bench sit.

#### **Messy Food Play:**

Pupils will be encouraged to explore foods which have been chosen to link to our 'African' topic including:

dry food: cous cous / lentils

sticky/slimy food: Banana / semolina

wet food: coconut yogurt / melon

#### **Sensory trays:**

Pupils will be encouraged to explore 'African' themed sensory trays including: 'Savannah' tray—toy animals hiding in 'grass' (green and yellow tinsel shred)

Rainforest tray—oats (some dyed green and some plain), frogs, other green and brown items e.g. tissue paper, green pipe cleaner, brown pipe cleaner

Desert tray—'sand' (coconut cloud dough) with a toy snake hiding underneath

Water tray—water with plastic toy tropical fish

#### ASDAN

Pupils will undertake the sensory 'Transition Challenge' programme which offers a developmental perspective for learners with PMLD and rewards very small steps of learning and achievement.

### Early Motor Skills

Motor skills will be developed in a variety of settings and pupils will work on the following activities:

#### **Swimming:**

Pupils will be encouraged to stand and walk whilst supported in the pool. They will also be held in positions that facilitate maintaining good head control.

#### **Rebounding:**

Pupils are given the opportunity to roll from side to side, stand supported on the trampoline and encouraged to reach out to touch the teacher's hand or other objects.

#### **MSR:**

Pupils will be encouraged to reach out for objects in the room and on the Magic Carpet which are linked to our themes of 'Having My Say! And Africa. They will be supported to roll, walk with support, walk with the aid of a walker and supported to bench sit.

#### **Movement:**

Dependent on their individual targets, pupils will either work on walking with support or with the aid of a walker in the hall or work on rolling, bench sitting or reaching in the class. We will use music and lights as well as props such as chiffon scarves with gentle movements, ribbon streamers with flowing, continuous movements etc.

Explore light, gentle, strong, relaxed and tense movements. Explore visual and sound patterns and sequences e.g. using coloured lights, body/ vocal sounds and combine these with movement. Use percussion instruments, particularly drums to create simple rhythms for pupils to move to, then give pupils wrist bells so they can combine sound making with rhythmical music.

Other activities will include:

Place 'Africa themed' objects (e.g. toy animals, fabric, leaves, etc.) in pupils' hands and encourage them to grasp them.

Place similar objects with pupils' reach and field of vision and encourage them to reach for and explore the object.

### Music

Pupils will develop a sense of steady beat whilst exploring music and songs from this term's whole-school theme, Africa. Through movement, body percussion and a wide range of instruments they will focus in particular on contrasting rhythms and experience changes in tempo.

From November, the class will also begin rehearsing for their Christmas performances in December.

### Art

Pupils will have Art lessons in the Art Room with Mrs Lloydlangston.

This term they will be focusing on African art through colour and multi media; exploring and interacting with paint, colour, tools and making clear choices to create individual pieces of work. They will interact and make choices about textures, shapes and sounds. They will take part in creating final pieces of work by making choices and exploring materials.

### Creative Arts

Throughout the term we will work on Dance linked to the sounds of Africa. It will be performed to 'The Circle of Life'. The dance will start with a parachute. Pupils will be encouraged to take part and 'have their say' in movement/'dance' activities, linked to our 'African' topic, e.g.: Move in time to African music using twirling ribbons, chiffon scarves etc.

### Sensory Outdoor Activities

Pupils will take part in Forest School with a trained Forest School Leader.

Suitable clothing will be needed as the weather dictates.

### PSHE

Ensuring positive mental health will be embedded in all activities.

Feeling good about themselves will be reinforced during 'Star of The Day' where positive feedback is given to all individuals about their daily successes.

At the end of each day, the pupils will engage in daily worship; an opportunity for the class to reflect.

### ICT

Pupils will work on their individual thinking skills targets. Half the class will work with Ciara Porter in the ICT room. They will work on the computer using switches or the keyboard (more able pupils). They will use Clicker 7 and a variety of switch skills programs such as Big Bang patterns, Big Bang pictures and Switch Skills One. The other pupils will do similar in the classroom and will be given the chance to develop their visual skills using Eye Gaze technology. They will also form a small communication group.

### How is my child's progress being recorded?

Each pupil works towards their individual communication, thinking and motor skills targets. These are assessed on a weekly basis and recorded onto MAPP recording sheets. It is then transferred onto the SOLAR framework, which includes video and photographic evidence.

Their overall progress is measured using the 'Routes for Learning' assessment framework.