Informal Planning

Menu Term 6 (June/July) 2023

Theme

This document explains the activities/lessons and experiences that your child will have in school.

Each child has their own menu and this is reviewed each term 6 times a year.

The document outlines your child’s provision for the term, explains what staff will be looking for and your child’s next steps.

The document is set out like a menu, each section is described below

**STARTER**

**We always start with the child’s Learning Intentions.**

**The learning intentions inform all of the pupil’s provision, experiences, activities and lessons.**

**It is imperative that we start with the pupils intentions these decide the provision for your child**

The intentions are personal to each child and a derived from a range sources such EHCP, professional targets, current need, SCERTS, Boxall, Routes/Quest for Learning, Springboard and various other sources.

These will cover a range of learning areas form the 4 areas of need in the EHCP

These are broken down into smaller steps during experiences, activities and lessons.

The next steps are what happens once the pupil is maintaining and using these skills consistently and how we provide stretch and challenge and the so I will be able to contribute to a longer term goal.

**MAIN**

**This is the main provision, things that have to happen in school and forms the main experiences, lesson and activities your child will have in school. These are the activities/ experiences/lessons that school will provide opportunities to learn, develop and achieve the personal learning intentions set out on the STARTER page. The main provision will use a range of approaches/strategies and programmes which are tailored to suit your child’s individual targets and needs.**

**PUDDING**

**These are the extra activities and learning opportunities that your child will access throughout their time in school so they experiences a broad and balanced curriculum tailored to his needs. The pudding will generally be on an immediate theme and will change each term.**

Menu Term 6

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| Starter |  |  |  |  |  |  |
| Start with the child start with the learning intentions | Learning Intentions | Next Steps | So I will be able… | Source and Area of Need | Reflection and Progress (school copy) Tapestry Evidence | Informative  Assessment  What does this mean for short plan |
| ’s Term 6  In-formal Menu | 1. I am learning to request highly motivating items when they are in my direct sight. | To use preferred system to communicate during other times.  Use communication systems spontaneously. | To develop language acquisition  Make my requests known so I can express my wants and needs.  Have a formal method of communication. | SCERTS  EHCP  Communication |  |  |
| 2. Follow a one- step instruction. | To support my independence.  To learn new routines and steps to aid my independence. | To become more independent in many different areas of my life. | SCERTS  Current emerging need  Communication |  |  |
| 3. I am learning to understand 1 and 2 key word instructions. | To aid understanding  To move onto more key words.  To aid understanding of basic concepts – such as number, colour, shape etc. | To develop my independence and life skills  To develop language acquisition. | SCERTS  EHCP  Current need |  |  |
| 4. I am learning to label emotions and say how I am feeling. | To understand how I am feeling.  To communicate those feelings with people around me and learn how to cope with them. | To increase periods of engagement.  To be able to express myself.  To understand how I am feeling. | SCERTS  Current Emerging need  Emotional |  |  |
|  |  |  |  |  |  |

**Descriptors**

**Reflections and Progress –** give a brief description of what has happened, how much adult support needed and ideas of what could be done next time to move child on, i.e., does he always choose objects on the right, move favoured object to left.

**Add a T to indicate if uploaded onto tapestry and date it was done.**

**Formative Assessment –** what does it mean for the target, does it need to be continued or adjusted etc and what needs to happen next time, i.e., can he only use these skills in a specific setting/activity, do we need to try new settings/activities to generalise his skills.

’s Menu Term 6

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| --- | --- | --- | --- | --- | --- |
| Main | Personal Provision |  |  |  |  |
| This is the main offer of activities in school and they relate to the intentions | Provision For…. | Reason | What to look for | Reflection and Progress (school copy) Tapestry Evidence | Informative  Assessment  What does this mean for short plan |
| ’s Term 6  In-formal Menu | 1. ACE boards, symbols, photos, attention autism , narrative play, sensory stories, messy and exploratory play, offer a range of toys and activities, highly motivating items | Develop communication | Total communication  Engagement in specific activities  gesturing and vocalising, making requests |  |  |
| 1. Symbols, OoR, now and next boards, timetables, limited speech with visual supports, familiar and structured routines | Develop communication  Develop understanding. | Develop communication |  |  |
| 1. OoR, limited speech, repetition | Increase periods of motivation  Develop a love of learning | Focus and engagement in adult led activities  Length of engagement at activities  Using OoR and symbols to make requests |  |  |
| 1. Emotions songs, adult modelling, | To enable him to express himself.  To communicate when he is anxious. | Activities that help calm  Any speech relating to emotions. |  |  |

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’s Menu Term 6

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| --- | --- | --- | --- | --- |
| Pudding | Curriculum Map  Theme: |  |  |  |
| The extra to provide a broad and balanced Curriculum | Area | Activities | What your child will be doing | Reflection and Progress (school copy) Tapestry Evidence |
| ’s Term 6  In-formal Menu | Communication  Listening | Tuff trays, sensory play, mealtime routines, Attention Autism sessions, stories, routine activities, cooking, | Opportunities for interactions and play with adults and sharing space and building relationships to develop fundamentals of communication  Exchanging symbols or encouraging speech related to highly motivating items  Using AAC grids and symbols  Following now and next boards |  |
| Physical Development | Obstacle courses  Develop new outdoor area  Fine motor skill development  Dance.  Sports day  Movement room  Swimming | Opportunities for interactions and play with adults  Using stop and go during activities  Opportunities for requesting activities  Dressing and undressing  Gaining independence |  |
| Enabling Environment | Sand and Water Play  Messy Play  Sensory lights | Opportunities for interactions and play with adults  Opportunities for requesting interactions and highly motivating items  Using a now and next, visuals and OoR  Requesting desired items |  |
| Social Development  Mathematics | Singing, playing and exploring with friends  Hello song, number, nursery rhymes  Using mathematical and comparative language, big, small and prepositions, colour and shape. | Playing increasing length of time at activities to develop attention and engagement  Using a now and next, visuals and sand timers  Exploring numbers and mathematical concepts. |  |
| Literacy and Reading | Sensory Stories – The very hungry caterpillar and Spot Bakes a cake, letter/phonics play, listening activities, | Responding to and investigating sensory items  Repeating story phrases. |  |
| Understanding the world | Construction, planting and growing, nature walks, exploring the season | Knocking down and building blocks. This also contributes to their gross motor skills  Looking for and collecting things on walks around school  Planting sunflower seeds and other seeds  Watching and commenting on things growing |  |
| Expressive Arts and Design | Messy play, with pretend mud , cereal, oats, couscous, lentils  Painting, music and movement | Exploring the environment  Using communication grids |  |
|  | Events we will be celebrating | Father’s day,  Dance workshop,  Summer activity day  Pathway summer picnic | Opportunities for interactions and play with adults and sharing space and building relationships to develop fundamentals of communication  Making cards, cooking, following instructions, physical activities |  |

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