

Rose Class 2024/25

Developing fine motor skills. Developing gross motor skills.

Using the O.T. equipment to regulate.

Using the sensory room.

Looking after myself.

Functional Movement



Autumn:  All about Me / Into the Woods

Spring: Friends and Family/ Plants

Summer: Our Town/The Park

Making choices.

Learning to cooperate.

Learning to communicate

Learning to interact with others.

Greeting others.

Making Connections.



Intensive interaction, total communication, phonics, ELS, reading skills, PECS, Makaton, objects for reference, go talk devices, sounds in our environment.

Communication



Number

Shape

Measurement

Regulating my emotions.

Identifying and using sensory tools.

Using sensory for engagement.

Accessing the sensory room.

Finding tools that help me calm.

Understanding my senses.

Zones of regulation

Good morning routine

Independence skills

What makes me happy?

Sensory



Mathematics



Self and Emotions

SCERTS: targets are set and reviewed termly based on joint attention, symbol use, and mutual regulation and self-regulation goals. Our SCERTS work focusses on Social Communication, Emotional Regulation and Transactional Supports. We plan our activities around pupil’s SCERTS targets and support our pupil’s in becoming confident and competent social communicators and active learners.