

**Planning 1<sup>st</sup> - 18<sup>th</sup> Nov**

**COLOUR**

<b><u>Communication</u></b>	<b><u>Cognition</u></b>	<b><u>Creativity</u></b>	<b><u>Motor</u></b>
<ul style="list-style-type: none"> <li>• TACPAC</li> <li>• Hello song and response.</li> <li>• Objects of reference</li> <li>• Responding to aural cues</li> <li>• Making choices and requests.</li> <li>• Stories and songs with colour theme (Sing a Rainbow, The Rainbow fish)</li> <li>• Elmer</li> </ul>	<ul style="list-style-type: none"> <li>• Matching</li> <li>• Sorting objects by colour</li> <li>• Cause and effect on smartboard</li> <li>• Sensory play with coloured water/ foam/ sand/cornflour</li> <li>• Sensory room colour based activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Smartboard painting/ colour matching activities</li> <li>• Painting/ making rainbows</li> <li>• Finger painting</li> <li>• Coloured sensory bottles</li> <li>• Firework chalk pictures</li> <li>• Rainbow fish collage</li> <li>• Elmers</li> </ul>	<ul style="list-style-type: none"> <li>• Individual physio programmes</li> <li>• MOVE targets</li> <li>• Swimming</li> <li>• PE traffic lights/ bean bags into hoops</li> <li>• Coloured scarves/ dance</li> </ul>
<b><u>Learning Outcomes</u></b>	<b><u>Learning Outcomes</u></b>	<b><u>Learning Outcomes</u></b>	<b><u>Learning Outcomes</u></b>
<p><u>Matthew:</u> Respond to familiar adults.</p> <p><u>Aadam:</u> Respond to familiar adults.</p> <p><u>Ryan:</u> Use a bigmac to request more.</p> <p>Hayleigh: Indicate choice by gesture.</p> <p><u>Elijah:</u> Use a bigmac to request more with prompts.</p> <p><u>Tamsin:</u> Begin to look at photo symbols.</p> <p><u>Kieron:</u> Use a bigmac to request more with prompts.</p>	<p><u>Matthew:</u> Respond to a light source</p> <p><u>Aadam:</u> Use a switch with support.</p> <p><u>Ryan:</u> Use a switch with support.</p> <p>Hayleigh: Use a switch with support.</p> <p><u>Elijah:</u> Use a switch with support.</p> <p><u>Tamsin:</u> Use a switch with support.</p> <p><u>Kieron:</u> Use a switch with support.</p>	<p><u>Matthew:</u> Supported exploration of materials and environment.</p> <p><u>Aadam:</u> Supported exploration of materials and environment.</p> <p><u>Tamsin:</u> Independent exploration of materials and environment.</p> <p><u>Hayleigh:</u> Independent exploration of materials and environment.</p> <p><u>Ryan:</u> Supported exploration of materials and environment.</p> <p><u>Kieron:</u> Supported exploration of materials and environment.</p> <p><u>Elijah:</u> Supported exploration of materials and environment.</p>	<p><u>Matthew:</u> Follow daily programme.</p> <p><u>Aadam:</u> Follow daily programme.</p> <p><u>Tamsin:</u> Respond to the gathering drum.</p> <p><u>Ryan:</u> Stand at table to do an activity.</p> <p><u>Elijah:</u> Tolerate gathering drum.</p> <p><u>Hayleigh:</u> Stand at table to do an activity.</p> <p><u>Kieron:</u> Respond to the gathering drum and indicate if he wants more.</p>