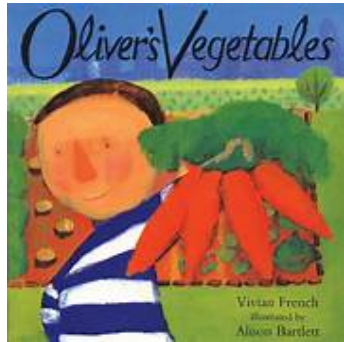
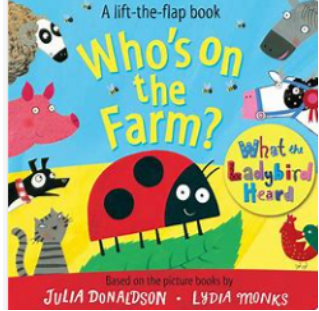
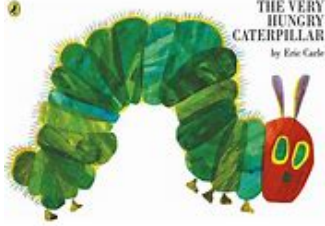


















Summer Term 1 - LEAF Provision

Summer Term 1: How does your Garden Grow?

	13.04.2026	20.04.2026	27.04.2026	04.05.2026	11.05.2026	18.05.2026
Theme	Growing	On the Farm	Minibeasts	Pond Life	Summer	The Weather
Text						
Family Learning	Parents invited to take part in attention Autism	Family mini beast	Farm visit	Visiting the school pond	SENDCO Coffee Morning	Stay and play session
Core Word <small>The Core Word Programme is an approach to supporting communication that focuses on teaching a small set of high-frequency, functional words that can be used across many situations, rather than teaching topic-specific vocabulary. These words are often supported by visuals, signs, or AAC tools.</small>	dont Widgit:  Makaton: 	Go Widgit:  Makaton: 	Stop Widgit:  Makaton: 	finished Widgit:  Makaton: 	when Widgit:  Makaton: 	can Widgit:  Makaton: 
Attention Autism  Attention Autism <small>AN IRRESISTIBLE INVITATION TO LEARN</small> <small>Home of the Curiosity Programme</small> <small>We use the Attention Autism Programme to develop attention, listening, and communication skills through highly engaging, visually stimulating activities that encourage shared focus and interaction in a fun and motivating way.</small>	Stage 1 (Bucket): Whoopie cushion (dont sit down) Balloon (dont let go) Snake tube Stage 2 Dont grow bean Using a balloon under a flowerpot and a hidden pump. Balloon starts small like a sprout hold a watering can above and say Don't water the bean. Pour a bit of water and pump the	Stage 1 (Bucket): Wind up tractor Jumping sheep The flying pig - pig on a balloon Stage 2 (Attention Builder): Using a piece of guttering and 2 messy trays. First pour mud into a messy tray (choc angel delight) get pig and say ready, steady go.. Roll pig down guttering saying oh no messy pig. Do the same again using	Stage 1 (Bucket): Here comes the caterpillar - Spinning top Jiggle you - Stop! Stage 2 (Attention Builder): Vocab -A green balloon and a pump. Put a picture of the caterpillar's face on a balloon. Using a pump blows the balloon up saying the caterpillar is getting bigger and bigger. Then use coreword to say	Stage 1 (Bucket): Rabbit poppers - Finish Wind up frog -stop Stage 2 (Attention Builder): Use a blue sheet of paper, sponge with a frog attached, green paint. Hold the sponge above the paper, Have suspense, Say the pond is empty we need frogs. Dip sponge into paint then say Dip,drop,splay, stop!	Stage 1 (Bucket): Pop up umbrella Spinning sun (light) The rain shaker Stage 2 (Attention Builder): When the wind blows. Using a fan and a basket of feathers/tissue paper. When the wind blows.... Vocab - when	Stage 1 (Bucket): Singing sun Spray bottle The flashing cloud Stage 2 (Attention Builder): Can it fly? Using a hairdryer and a selection of items ie feathers, bricks etc say can it fly and turn the hairdryer on. Vocab: Look it can fly, the wind blew it up.

	balloon up, until it pops out of the pot. Vocab: dont grow dont grow oh no its a big bean...	a sheep and shaving foam for wool. Vocab -go	STOP. Before letting the balloon go and fly around.	Vocab -Stop		
Sensory Circuits <p>Sensory Circuits are a structured sensory-motor activity program designed to help our pupils with autism regulate their sensory needs, improve focus, and get ready to learn. We do them every morning and also offer support as and when needed throughout the day.</p>	Alerting: Star jumps Orangising: Balancing beams Calming: The Burrito	Alerting: Spinning chair Orangising: Throw bean bag into a tin Calming: Wall pushes	Alerting: Bouncing gently on a space hopper Orangising: Log rolls Calming: Weighted blanket and search and find book	Alerting: High Knees Orangising: Figure 8 walking Calming: Bear Crawls	Alerting: Skipping Orangising: Target throw Calming: Deep breathing	Alerting: Animal jumps Orangising: Single leg stand Calming: Chair push ups
Musical Interactions <p>Musical Interactions sessions use music, rhythm, and sound to support communication, social skills, and emotional engagement, providing a fun and motivating way for pupils to connect and express themselves.</p>	Hello Song Revisit: Were bouncing teddy on the lycra Teach: Let's find out what's in the bag today Goodbye song	Hello Song Revisit: Lets find out whats in the bag today Teach: Teddy goes up and down Goodbye song	Hello Song Revisit: Teddy goes up and down Teach: Voices Goodbye song	Hello Song Revisit: Voices Teach: Walking through the jungle Goodbye song	Hello Song Revisit: Walking through the jungle Teach: Can you do this Goodbye song	Hello Song Revisit: Can you do this Teach: Mothers washing Goodbye song
Immersive story <p>We use immersive story reading daily to support language development, build listening skills, and foster a love of stories. Repeating familiar stories helps children predict what comes next, understand new vocabulary in context, and engage their attention. The immersive approach—with sensory links and interactive activities—makes the story meaningful and accessible, encouraging communication and social interaction</p>	Read the book daily or in small parts, stopping at key moments to explore sensory experiences linked to that scene. Each session uses a main sensory theme to deepen story engagement, encourage communication, and build routines.					

Day 1 - The Crunchy carrot

Pass around the carrot with the leafy green top still on. Listen to it snap when its broken in half

Day 2 - The Bumpy Potato

A tray of soil and hidden potatoes

Day 3 - The squeaky pea

Drop dried peas into a tin listen to the rain sounds

Day 4 -The Curly Cabbage

- Scrunch the leaves close to the ear - it sounds like crunchy leaves.

Day 5 - The Grand final feast - Compare real chips to a raw potato.

Day 1 The Waking Farm:

Scatter dried lentils on to a tray so the children can pretend to be chickens and peck.

Day 2 - The Pig loves the mud and the cow is ready for Milking

Create clean Mud for the children to touch and a cold cloth pretending to be the cold nose of the cow,

Day 3 - The woolly meadow

As the sheepdog rounds up the sheep get the children to touch cotton wool to feel the sheep's wool.

Day 4 - The Busy Pond (duck and frog)

As the ducks splash about in the water, have a small bowl of water and a duck for the children to explore.

Day 5 - The stable and bedtime:

As the horse trots to the stable and the cat curls to sleep

Day 1 - A tiny egg lays on a leaf

Use a torch (sun) to wake up the egg, marble on a green leaf.

Day 2 - On Monday he ate through...

Use a hole puncher to create the munching sound. Offer fresh fruit, apples and pears.

Day 3 - On Thursday he ate through 4 strawberries/oranges - smell real oranges -use a feely bag to find the strawberry or orange.

Day 4 -On Saturday he ate through.. With a small sample of chocolate and cheese he got a tummy ache using a weighted blanket to feel a heavy feeling in tummy.

Day 5-Cocoon

He built a cocoon using a book and a flying butterfly to create the emerging butterfly.

Day 1 - Mum and a young girl go to the pond... Press a sound button to hear water splashing. Use a bowl with water beads in to feel how slippy they are.

Day 2 - The eggs begin to change..

Use a vibrating toothbrush under a blue cloth to feel the tadpoles wiggling away.

Day 3 - The tadpoles are hungry..

Use cooked green spaghetti to mimic seaweed. Then have crunchy pieces of lettuce for the children to try

Day 4 - The big change..

Use a piece of playdough to pull out legs out of the tadpole changing the tadpole into a froglet

Day 5 -The leap back to the wild

Use jumping frogs to jump the frogs into the water with a splash.

Day 1 - Sunny gardens and Busy bugs

Use daisies to tickle back of hands

Day 2 -The watering can & Growing veggies.

Have the children feel carrots with leafs while using a mist bottle to feel the water

Day 3 - Ducks and frogs

Use green slime to feel how slimy a frog is.

Day 4 - The family picnic

Use a picnic basket and offer fresh fruit,bread to taste

Day 5 - Sunset and the friendly mole

Use dark brown fur to feel the fur, use a lamp to represent the sunset.

Day 1 - The Sunny sky

Use a hairdryer on a low warm setting feel the heat of the sun

Day 2 - Windy whispers

Use a fan to create wind (Use leaves or feathers in front of the fan)

Day 3 - The rainy day


Use a rainmaker to listen to the rain, use an umbrella and gently pour water from a watering can on to the umbrella

Day 4 - Thunder and lightning

Use symbols to crash together to create a loud crashing sound like thunder and a torch to flash on and off for lightning.

Day 5 - Snowy silence

Feel the fluffy snow (shaving foam) hold an ice cube to feel how cold it is now.

<p>Rhyme/Song of the week- Song Boards</p> <p>Having a Nursery Rhyme of the Week with rhyme boards helps children develop early language skills such as listening, rhythm, and memory. The repetition and predictability of rhymes support attention and confidence. Using visual rhyme boards makes the words and actions easier to understand and remember and encourages children to join in.</p>	<p>Baa Baa black sheep</p> 	<p>Old Mcdonald had a farm</p> 	<p>Here is the beehive</p> 	<p>5 Little Speckled frogs</p> 	<p>Little Miss Muffet</p> 	<p>Mary Mary quite contrary</p> 	
<p>Identiplay</p> <p>The Identiplay intervention helps children on the autistic spectrum, and those with specific communication disorders, learn to play. Through the use of play scripts the approach promotes the development of social skills, understanding, imagination and exploration. By learning these skills the young person can enjoy reciprocal play with an adult or peer.</p> <p>*Extension -do not introduce until the child is confidently copying the first play activity, which may take several sessions.</p>	<p>Week 1: The Hungry Teddy</p> <p>Goal: Master 2-3 simple, repetitive actions.</p> <p>The Script: Teddy sits at the table. Teddy eats a snack (plastic food). Teddy has a drink from a cup. Teddy says "Mmm!" and wipes his mouth</p> <p>Focus: Direct imitation and understanding that an object (the teddy) represents a person.</p>	<p>Week 2: Bath Time</p> <p>Goal: Sequence of hygiene-based play.</p> <p>The Script: Put the doll in the tub. Use the sponge to wash its arms. Use the towel to dry the doll. Put the doll to bed.</p> <p>Focus: Practical life skills mirrored in play.</p>	<p>Week 3: The Racing Car</p> <p>Goal: Introducing movement and "cause and effect."</p> <p>The Script: The car goes to the petrol station. Fill it up with "petrol" The car drives fast over a bridge. The car crashes! Oh no, the mechanic fixes it with a wrench.</p> <p>Focus: Adding emotional reactions (the "Oh no!") and varied pacing.</p>	<p>Week 4: The Tea Party</p> <p>Goal: Multi-step social interaction.</p> <p>The Script: Set two places at the table. Pour tea for Teddy and tea for yourself. Stir the tea with a spoon. Clink glasses and say "Cheers!"</p> <p>Focus: Turn-taking and symbolic play (pretending there is liquid in the empty cup).</p>	<p>Week 5: Going to the Doctor</p> <p>Goal: Familiarizing with a potentially stressful real-world scenario.</p> <p>The Script: The patient (doll) has a "boo-boo" on their leg. Use the stethoscope to listen to their heart. Put a bandage on the leg. The patient feels better and says "Thank you."</p> <p>Focus: Empathy and desensitization to medical tools.</p>	<p>Week 6: The Ice Cream Shop</p> <p>Goal: Complex sequencing and choice-making.</p> <p>The Script: Customer arrives. "Scoop" the ice cream onto the cone. Add "sprinkles" (shaking a toy). Pay with a coin. Eat the ice cream before it "melts."</p> <p>Focus: Integrating all previous skills into a longer narrative with a clear beginning, middle, and end.</p>	
<p>Workstations</p> <p>Workstations provide structured, focused learning areas where children can work independently or with support on specific tasks. They help build concentration, develop key skills, and encourage independence by giving clear expectations and a consistent routine. To support this structure, we use start baskets with all the materials</p>	<p>Numeracy</p>	<p>Theme: Patterns Zippy Bag 1:The pattern row garden, Task: Children to look at the guide card and copy (plant) their vegetables on the velcro dots Zippy Bag 2: Size sequencing focusing on big small patterns Laminated beetroot in two sizes, a garden bed (strip of velcro) The children to</p>	<p>Theme: Sequencing Zippy Bag 1 Egg cartoon hatching Quantity sequencing, provide an egg cartoon with numbers in the bottom and a basket of eggs. Can the children fill the cartoon when given a specific number. Zippy Bag 2 Seed to veg lifecycle, Logistical sequencing. Laminated</p>	<p>Theme: Positional language Zippy Bag 1 - Feeding the caterpillar focusing on In/Out. Using visual support cards children to either feed in or take out the fruit. Zippy Bag 2: On,Under,beside A large leaf with visual cards to support. Card 1 Caterpillar on the leaf, card</p>	<p>Theme: More than/Fewer Zippy Bag 1 Froggy playdough squish - 2 rows of small playdough balls one with more one with less, x 2 frogs squish the flies with your thumb which log has the more flies? Zippy Bag 2 The heavy lilly pad, have balance scales with 2 lilly</p>	<p>Theme: Capacity Zippy Bag 1- The ice cream scoop, x 3 ice cream cones and pom pom balls. Use visual cards to prompt Cone 1 -Empty, 2 - half full and cone 3 - full. Zippy Bag 2 - Summer lemonade stand. Using a jug of lemonade (coloured water yellow.) X 2 cups marked with 2 lines one</p>	<p>Theme: Consolidation Zippy Bag 1 Patterns, making a summer pattern. Laminated summer scene with a strip of velcro. Can they listen carefully to follow the pattern rule? Red flip flop,Beach ball,Lolly,Red flip flop... Zippy Bag 2: Positional language. Where is the sun? A cut out cloud and a sun. Move the sun next to</p>

<p>children need to begin their task and finish baskets where completed work is placed. This helps children understand the flow of their activity, know when to start and finish, and fosters a sense of accomplishment in a calm, predictable environment.</p>		<p>create a pattern based on size rather than type ie big-small Zippy Bag 3: Flowers pattern ab/aab Repeating patterns and fine motor skills. The children select a card and then grow their own flower by placing the petals around the flower in the sequence shown on the card.</p>	<p>pictures representing three stages of growth, seed, sprout fully grown. Zippy Bag 3 Muddy boot size ordering - Laminate 5 pairs of muddy boots can the children put them in size order from smallest to largest</p>	<p>2 caterpillar under the leaf and card 3 caterpillar beside the leaf. Zippy Bag 3 Through the apple. Using string for the caterpillar can the children thread the caterpillar through the apple.</p>	<p>pads in and a bowl of frogs. Place more frogs on one side and then place the more visual then point t o the other side and say less than, picking up the less than visual. Zippy Bag 3 Add pictures to red/yellow tokens, shake them up in a cup. Are there more frogs or tadpoles?</p>	<p>full one nearly empty. Goal is to identify which cup is nearly full and nearly empty Zippy Bag 3 The thirsty sun. x 3 circular sponges (sun) x 3 trays of water one empty, one half full and the other full and three cups The sun soaks up all the water and then it is squeezed into the cups. Which cup has the most water in</p>	<p>behind etc Can the children use the visuals to help them place the sun in the right place. Zippy Bag 3: The rain gauge. 3 test tubes marked empty, half full and full. Get the children to pour water until it hits the specified line.</p>
	<p>Phonics (Using Little Wandle SEND Programme)</p>	<p>'Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.' The Reading Framework (DfE, 2023)</p> <p>Reading is a life skill and an essential foundation for communication, independence and access to the wider world. Every pupil, regardless of starting point or level of need, deserves the opportunity to learn to read.</p> <p>Our phonics curriculum is informed by up-to-date assessment and is delivered individually at workstations, enabling each child to learn at their own pace through carefully structured, personalised teaching. We use the Little Wandle Letters and Sounds Revised programme as the foundation for our approach, making adaptations in line with the SEND Code of Practice (2014) to ensure that all pupils can access high-quality phonics teaching.</p> <p>We recognise that some learners require fundamental changes to the pace, structure, and delivery of phonics sessions. Therefore, we adapt the Little Wandle programme to include:</p> <ul style="list-style-type: none"> • A slower pace of teaching, introducing new grapheme–phoneme correspondences gradually; • Increased repetition and overlearning to support memory and generalisation; • Chunked sessions and multi-sensory approaches to maintain focus and engagement; • Adapted resources such as large or sensory grapheme cards, symbols, or communication aids to meet individual sensory and communication needs. <p>Our intent is to provide a suitable and motivating route to reading for every learner, using the <i>graduated approach</i> to ensure progress in small, meaningful steps. Regular assessment informs next steps in teaching and allows us to monitor progress closely and celebrate success.</p>					
		<p>Teaching the foundations for Phonics (SEND)</p> <p>SEND Foundations for Phonics is for children with a SEND in Nursery, Reception or above who are not able to blend and are not yet ready to begin Phase 2 of the core programme.</p> <p>Zippy Bag 1: What's in the box?</p>		<p>Teaching Non-verbal and non-speaking learners</p>			
<p>Preparation for adulthood</p> <p>Children and young people with SEND, including those who are non-verbal or have complex needs, have the same aspirations, needs and rights as all young people to live happy, fulfilling and independent adult lives. The SEND Code of Practice (2014) is clear that planning for adulthood must begin in the early years, not just at transition points. For our LEAF pupils, early preparation for adulthood is critical. The foundations for independence, communication, social participation and self-care are built through</p>	<p>Independent living: Focus: Developing autonomy and self-care skills through food exploration Skill: Making an independence choice and physical coordination. Activity: During snack/lunch time, offer Oliver's vegetables on a tray. Let the children decide which vegetables they want on their plate and allow them to</p>	<p>Good health Focus Physical movement, sensory regulation and nutrition. Skill: Sensory integration—helping learners tolerate different textures, which can later reduce anxiety around tactile tasks like washing or dressing. Activity: Sensory mud play, use cocoa scented playdough</p>	<p>Friends, relationships and community Focus: Shared interests, communication and patience. Skill: Developing the emotional regulation required to wait—a vital social and community skill. Activity: The waiting cocoon. The caterpillar has to wait inside the cocoon before becoming a butterfly. Use a waiting timer</p>	<p>Independent living Focus: Transition, environment and self-care. Skill: Establishing the personal hygiene routines necessary for independent living Activity: Water safety and hygiene. Frogs love clean water ! Use this to practice hand washing techniques or 'cleaning the pond' a water tray activity.</p>	<p>Independent Living Focus: Self-care and responding to environmental cues. Knowing when to use tools or clothing to stay safe and comfortable. Skill: Building the cognitive links between an environment and the self-care action required to</p>	<p>Good Health Focus: Physical safety, hydration and sensory regulation Skill: Sensory desensitization. Helping learners tolerate the textures of health-related products (creams, hats, hoods) before they become a daily adult requirement.</p>	

<p>repeated, meaningful practice in everyday contexts. These pupils require significantly more time, repetition and scaffolding to develop skills that their typically developing peers may acquire incidentally. Starting early ensures they have the maximum opportunity to develop the functional life skills they need.</p>	<p>serve themselves.</p> <p>Friends, relationships and community Focus: Sharing experiences Skill: Waiting for a turn and understanding that everyone contributes to a group goal. Activity: Create a "Friendship Salad." Each child adds one ingredient to a big bowl.</p>	<p>or gloop to represent mud on a farm, hide animals inside.</p> <p>Employment (foundation level) Focus: Task completion, "work" identity, and following schedules. Skill: Understanding a schedule and the satisfaction of completing an assigned task. Activity: The watering schedule. Give the learner a visual timetable showing a plant that needs water. They must complete the "job" and tick it off.</p>	<p>during a group activity.</p> <p>Good Health Focus: Physical growth, life cycles and sensory processing Skill: Body awareness, core stability, and using "heavy work" for sensory regulation. Activity: Lifecycle Yoga Egg: Curl into a tiny ball Caterpillar: Wriggle on the floor (on tummy) Cocoon: Wrap tightly in a sensory blanket Butterfly: Standing up and flapping arms (gross motor)</p>	<p>Employment (foundation level) Focus: Observing, recording, and following a process. Skill: Understanding a process and "logical sequencing," which is a foundational requirement for any future workplace task. Activity: Lifecycle Sequencing Use a 4-step visual map (Egg - Tadpole -Froglet -Frog). The learner must place the pictures in order.</p>	<p>live independently.</p> <p>Activity: "When it is Sunny..." Sorting Use a "When/Then" visual board. <i>When</i> it is sunny - <i>Then</i> I wear a hat. <i>When</i> I am at the beach - <i>Then</i> I wear sun cream.</p> <p>Friends,relationships and community</p> <p>Focus: Social timing and community events</p> <p>Skill:Waiting and turn taking - which are the foundations of all social relationships.</p> <p>Activity: When is it my turn? Use summer themed games like passing the ice cube or water sprinkler fun and use visuals to indicate whose turn it is next.</p>	<p>Activity: Sun Safety Routine</p> <p>Practice the <i>smell</i> and <i>feel</i> of sun cream on a small patch of skin.</p> <p>Employment (foundation level)</p> <p>Focus: Following routines, observations and reporting</p> <p>Skill: Responsibility and task completion. This mimics the "check-in" routines of many workplace environments.</p> <p>Activity:</p> <p>Give the learner the daily "job" of checking their timetable for the job they have this week. They must find the visual job and take it to the correct place in the classroom ie - watering the vegetables</p>
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