


# Pets and Farm


## 4 Season ARP Medium term planning for Spring 2b 2026

### Pathway:


### Pre-formal Engagement

Cognition, Learning and Engagement	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> <li>Watching videos of farm animals with sounds.</li> <li>Pushing buttons/squeezing to cause animal sounds.</li> <li>Pairing big and small with farm animals (where the only difference is size) e.g., figurines/soft toys/clear photo or simple picture with plain background.</li> <li>Anticipating/beginning to join in actions at certain points during a familiar nursery rhyme e.g., animal noises during Old MacDonald</li> <li>Watching videos of baby farm animals, grouping or pairing with mother animals during small world play.</li> </ul>	<ul style="list-style-type: none"> <li>Requesting using a symbol or photo with support e.g., an animal to play with or an animal sound.</li> <li>Following a one-part instruction e.g. selecting the correct animal from two or more options.</li> <li>Listening to a variety of farm animal sounds and people making the sounds while looking at puppets/pictures/videos of the animals</li> <li>Attempting to copy animal sounds - after modelling or in response to a picture</li> <li>Use Makaton/symbols or simple words to make requests using a simple AAC board</li> <li>Intensive Interaction</li> </ul>	<ul style="list-style-type: none"> <li>Shared activities e.g., nursery rhymes, themed small work play.</li> <li>Showing preference for particular farm animals or their sounds.</li> <li>Choosing a farm animal from two or more options.</li> <li>Passing toy to another child/returning it to the adult or responding to 'finished' by tidying it up.</li> <li>Listening to/joining in singing Old MacDonald.</li> <li>TacPac</li> </ul>
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> <li>Sensory/messy play with farm animals and animal food</li> <li>e.g., oats, hay, grass, water in a trough.</li> <li>Feeling items related to songs or stories e.g., sheepskin, chicken feathers.</li> </ul>		<ul style="list-style-type: none"> <li>Following actions during songs e.g., Makaton during Old MacDonald.</li> <li>Messy play mark making e.g., yellow paint on hands to make hay for the cow.</li> <li>Practising a pincer grip e.g., to hold small items to feed the animal puppet.</li> <li>Farm animal peg puzzle with sound (with matching picture on base).</li> <li>Copying animal movements e.g., chicken flapping.</li> </ul>
My Independence Self-Help/Life Skills/Cooking	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> <li>Help to tidy up e.g., put the farm animals in the box.</li> <li>Animal biscuits - helping to mix, roll the dough and press down the cookie cutters.</li> <li>Decorate pancakes.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting an animal mask or tail to wear.</li> <li>Pretending to be animals e.g., pig rolling in mud.</li> <li>Choosing own colour or sponge stamp for farm animals.</li> <li>Relate an instrument to an animal.</li> <li>Animal printing and animal collage.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Hub visit with parents</li> <li>Cooking and buddy time</li> <li>World Book Day</li> <li>Autism Awareness Day</li> </ul>
Title	Link/Author	Notes
Noisy Farm	Rod Campbell	As a sensory story
Farmyard Hullabaloo	Giles Andrea and David Wojtowycz	As a sensory story
Hello world Pets	Jill Mcdonald	As a sensory story

## Pathway: Semi-Formal Explorer

Cognition and Learning Early Development	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> <li>● Watching videos of farm animals with sounds.</li> <li>● Pushing buttons/squeezing to cause animal sounds.</li> <li>● Pairing big and small with farm animals (where the only difference is size) e.g., figurines/soft toys/clear photo or simple picture with plain background.</li> <li>● Anticipating/beginning to join in actions at certain points during a familiar nursery rhyme e.g., animal noises during Old MacDonald</li> <li>● Watching videos of baby farm animals, grouping or pairing with mother animals during small world play.</li> <li>● Recognise an amount to a value.</li> <li>● Matching symbols to pictures, from a familiar story.</li> </ul>	<ul style="list-style-type: none"> <li>● Requesting using a symbol or photo with support e.g., an animal to play with or an animal sound.</li> <li>● Follow a two key word instruction.</li> <li>● Listening to a variety of farm animal sounds and people making the sounds while looking at puppets/pictures/videos of the animals</li> <li>● Attempting to copy animal sounds - after modelling or in response to a picture</li> <li>● Use Makaton/symbols or simple words to make requests using a simple AAC board</li> <li>● Now and Next board and communication board.</li> </ul>	<ul style="list-style-type: none"> <li>● Shared activities e.g., counting songs, themed small work play.</li> <li>● Follow own interest to support regulation.</li> <li>● Passing toy to another child/returning it to the adult or responding to 'finished' by tidying it up.</li> <li>● Listening to/joining in singing Old MacDonald.</li> <li>● Taking up to three turns with an adult.</li> <li>● TacPac</li> </ul>
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> <li>● Sensory/messy play with farm animals and animal food e.g., oats, hay, grass, water in a trough.</li> <li>● Feeling items related to songs or stories e.g. sheepskin, chicken feathers.</li> <li>● Match baby animals to adult animals.</li> </ul>		<ul style="list-style-type: none"> <li>● Following actions during songs e.g., Makaton during Old MacDonald.</li> <li>● Messy play mark making e.g., yellow paint on hands to make hay for the cow.</li> <li>● Practising a pincer grip e.g., to hold small items to feed the animal puppet.</li> <li>● Farm animal peg puzzle with sound (with matching picture on base).</li> <li>● Copying animal movements e.g., chicken flapping.</li> <li>● Tracing letters.</li> </ul>
My Independence Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> <li>● Help to tidy up e.g., put the farm animals in the box.</li> <li>● Animal biscuits - helping to mix, roll the dough and press down the cookie cutters.</li> <li>● Decorate pancakes.</li> </ul>	<ul style="list-style-type: none"> <li>● Selecting an animal mask or tail to wear.</li> <li>● Pretending to be animals e.g., pig rolling in mud.</li> <li>● Choosing own colour or sponge stamp for farm animals.</li> <li>● Relate an instrument to an animal. Animal printing and animal collage.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Hub visit with parents</li> <li>● Cooking and buddy time</li> <li>● World Book Day</li> <li>● Autism Awareness Day</li> </ul>
Noisy Farm	Rod Campbell	As a sensory story
Farmyard Hullabaloo	Giles Andrea and David Wojtowycz	As a sensory story
Hello world Pets	Jill McDonald	As a sensory story

**Pathway: Semi-Formal Challenger/Formal**

English	Maths	Personal, Social & Emotional Development
<ul style="list-style-type: none"> <li>• Spell words some common exception words</li> <li>• Phase 3 phonics</li> <li>• Enjoying a range of fiction and non-fiction texts</li> <li>• Use a capital letter and a full stop, when writing sentences</li> <li>• Relating what has been read with own experiences</li> <li>• Recalling information and answering questions based upon key texts</li> </ul>	<ul style="list-style-type: none"> <li>• Word problems</li> <li>• Measure – capacity, distance, length and weight</li> <li>• Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Zones of Regulation check ins</li> <li>• Turn taking activities</li> <li>• Attending assemblies and lessons with mainstream classes</li> <li>• Choosing regulatory items</li> <li>• Considering others’ emotions</li> <li>• Considering what it means to feel safe</li> </ul>
<p><b>My World Around Me Science and Humanities</b></p>		<p><b>My Physical World Gross and Fine Motor</b></p>
<ul style="list-style-type: none"> <li>• Learning important stories from different religions</li> <li>• Comparing Animals and Making Connections</li> <li>• Beebots online</li> </ul>		<ul style="list-style-type: none"> <li>• Daily sensory circuit sessions</li> <li>• Fine motor skills sessions</li> <li>• PE with mainstream classes</li> <li>• Ball skills</li> </ul>
<p><b>My Independence Life Skills</b></p>	<p><b>My Creativity Music/Art/Drama</b></p>	<p><b>Enhanced Curriculum Trips/Visits/Experiences</b></p>
<ul style="list-style-type: none"> <li>• Greeting adults and children</li> <li>• Class jobs</li> <li>• Cooking weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Changra music</li> <li>• Experimenting with instruments</li> <li>• Exploring line and shape</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Hub visit with parents</li> <li>• Cooking and buddy time</li> <li>• World Book Day</li> <li>• Autism Awareness Day</li> </ul>
<p>I Want a Pet</p>	<p>Lauren Child</p>	
<p>Looking after Cats and Kittens</p>	<p>Usbourne</p>	
<p>A Day on the Farm</p>	<p>DK</p>	