


# All About me, Including My Family


## 4 Season ARP Medium term planning for Autumn 1a 2025

### Pathway:


### Pre-formal Engagement

Cognition, Learning and Engagement	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> <li>• Daily sensory stories</li> <li>• Daily Attention Autism session</li> <li>• Tuff tray and 1:1 workstation activity</li> <li>• 'What's in the Box'</li> <li>• Cause and effect toys relating to the theme</li> <li>• Small world play, facilitated by an adult,</li> <li>• Exposure and exploration of concepts, such as 'one; and 'lots'.</li> </ul>	<ul style="list-style-type: none"> <li>• Causing a sound through a deliberate action (e.g., use voice, push sound button).</li> <li>• Attempting to repeat sounds (e.g., brrrrrm, bang, zap), or enjoy listening to funny sounds).</li> <li>• Use of Core boards to make a request</li> <li>• Use of Choice boards</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>• Withstanding, recognising, acknowledging peers</li> <li>• Reacting to others and notices what stays the same and what changes</li> <li>• Turn taking during structured play</li> <li>• Sharing in pairs</li> <li>• Exploration in pairs</li> </ul>
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> <li>• Showing interest in figures or toys from our key texts</li> <li>• Noticing changes in the classroom and playground environment</li> <li>• Beach experience</li> </ul>		<ul style="list-style-type: none"> <li>• Combining 1-3 actions with greater independence (e.g., climbing up and sliding down, jump and land during sensory circuit).</li> <li>• Threading, building blocks, peg puzzle</li> <li>• Scooter Board</li> <li>• Messy play</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>• Beginning to manage own resources (e.g., lunch items, drink, coat).</li> <li>• Taking next (individual) steps in toilet training to increase independence.</li> <li>• Making requests through actions/gestures/object or symbol use (e.g., toilet, snack, drink).</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing self through music (e.g., by moving, dancing or showing an emotional response, engaging with related props or objects, using instruments such as shakers and bells).</li> <li>• To explore different materials, tools and techniques and experiment with colour, design, texture, form and function</li> </ul>	<ul style="list-style-type: none"> <li>• Library visit</li> <li>• Centenary Celebration</li> <li>• Diwali celebrations</li> </ul>
Title	Link/Author	Notes
Jack and the Flum Flum Tree	Julia Donaldson	As a sensory story
We're Going on a Bear	Michael Rosen	As a sensory story
My Family	Todd Parr	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>• Daily sensory stories</li> <li>• Daily Attention Autism session</li> <li>• Tuff tray and 1:1 workstation activity</li> <li>• 'What's in the Box'</li> <li>• Cause and effect toys relating to the theme</li> <li>• Small world play, facilitated by an adult,</li> <li>• Exposure and exploration of concepts, such as 'one; and 'lots'.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in meaningful interactions with peers including turn taking</li> <li>• Communicating for a range of purposes, supported by visuals and Makaton as necessary</li> <li>• Greeting familiar adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Playing with and sharing figures and toys linked to our focus stories</li> <li>• Working together team building activities</li> <li>• Zones of Regulation - happy, sad and angry.</li> <li>• Turn taking during structured play</li> <li>• Sharing in pairs</li> <li>• Exploration in pairs</li> </ul>
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> <li>• Listening to stories from different religions</li> <li>• Beach experience</li> </ul>		<ul style="list-style-type: none"> <li>• Daily sensory circuit sessions</li> <li>• Fine motor skills sessions</li> </ul>
My Independence Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> <li>• Beginning to manage own resources (e.g., lunch items, drink, coat).</li> <li>• Taking next (individual) steps in toilet training to increase independence</li> <li>• Making a healthy sandwich</li> </ul>	<ul style="list-style-type: none"> <li>• Music - stories told through song</li> <li>• Experimenting with instruments</li> <li>• Learning about famous illustrators they have seen in books</li> <li>• To explore different materials, tools and techniques and experiment with colour, design, texture, form and function</li> </ul>	<ul style="list-style-type: none"> <li>• Library visit</li> <li>• Centenary Celebration</li> <li>• Diwali celebrations</li> </ul>
Jack and the Flum Flum Tree	Julia Donaldson	As a Sensory Story
We're Going on a Bear	Michael Rosen	As a Sensory Story
My Family	Todd Parr	As a Sensory Story

## Pathway: Semi-Formal Challenger

English	Maths	Personal, Social & Emotional Development
<ul style="list-style-type: none"> <li>Joining in with repetitive refrain</li> <li>Phase 2 &amp; 3 phonics</li> <li>Enjoying a range of stories about families</li> <li>Retelling a story using Colourful Semantics</li> <li>Writing a Non-Fiction leaflet</li> <li>Answering questions based upon key texts</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Subtraction from 100</li> <li>Tell the time – o'clock and half past</li> <li>Addition and subtraction number bonds to 10</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> </ul>
My World Around Me Science and Humanities		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> <li>Learning important stories from different religions</li> <li>Senses, My body and health</li> <li>Old and new, past and present</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> </ul>
My Independence Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<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>Music - stories told through song</li> <li>Experimenting with instruments</li> <li>To explore different materials, tools and techniques and experiment with colour, design, texture, form and function</li> </ul>	<ul style="list-style-type: none"> <li>Library visit</li> <li>Centenary Celebration</li> </ul>
What Makes a Family?	Molly Potter	
Jack and the Flum Flum Tree	Julia Donaldson	
The Paper Dolls	Julia Donaldson	