



 <u>Celebrating friendship (Anti-bullying week)</u> <ul style="list-style-type: none"> Theatre group in school to perform an Anti-bullying themed concert. How can we help each other - sharing games, books, food 🌳 Children in need (18th November 2019) - Raising money, having fun, helping others.... 🌳 Celebrating - Tac Pac, our families... 	<u>The PMLD Areas of Learning and experience (AoLEs)</u> HW = Health and wellbeing SC = Sensory & Creative I = Independence & Community involvement CL = Cognition & Learning CI = Communication & Interaction 🌳 = Outdoor Education <u>RRS Rights Respecting School focus</u> Nov... to not be harmed and to be kept safe. (Article 36) Firework safety, internet safety, etc. Dec... to follow your own religion. (Article 14) Christmas celebrations, Nativity story. Customs from around the world.	 <u>Celebrating Success</u> <ul style="list-style-type: none"> What we do well - Eye Gaze, Tracking, Hydrotherapy, communicating... When things go wrong we try again. Sensory Celebration massage story Successfully completing work experience - collecting stock, shopping, cleaning, litter picking... 🌳
 <u>Celebrating who we are</u> <ul style="list-style-type: none"> Living in Pembrokeshire/ Wales 🌳 Celebrating our language/ our voice - Hearing and seeing the Welsh Language, Intensive interaction; using Big Macs, PECS, Communication boards to communicate our 'likes'/ 'dislikes' Our Rights/ our responsibilities - Keeping me safe, things I 'like'/ 'don't like' to do, to look after our environment/ our school 🌳 Celebrating our names - through art, through music (beat on the resonance board) 'The Birthday Party' Sensory Drama Plan-Do-Review: A Birthday Party - Make invites, buy & prepare food, create music play list, have a party. After party discuss what we 'like', 'not like' (DH on 18th Nov) 	<p style="text-align: center;">Broad Haven Class</p>  <p style="text-align: center;">Let's Celebrate! Key Stage 4 Autumn Second half Term 2019 Curriculum Plan</p>	 <u>Celebrating Christmas</u> <ul style="list-style-type: none"> How we celebrate Christmas, e.g. food, presents, cards, parties, songs... Sensory Christmas - Tac Pac, story, exploring trays, e.g. glitter, tinsel, tree lights, fir cones... Christmas concert - rehearsals, making & trying on the costumes, performing for an audience... Bag Book Story - 'The Holiday Begins' Reusing and making from recycled materials items/ presents for Christmas 🌳 Plan-Do-Review: Celebrate 'Christmas' - Make cards, decorate the classroom, listen to Christmas music, plan a party, how can we help others at Christmas, what do we 'like', 'not like' about Christmas
<u>ASDAN</u> Encountering experiences: being part of things <u>Experiencing activities and situations</u> <ul style="list-style-type: none"> Not responding or being resistant while an activity takes place Participating in activities with full support <u>Giving reflex responses to external stimuli</u> <ul style="list-style-type: none"> A physical experience, e.g. 'too warm/hot to eat' An emotional experience, e.g. laughing when you are happy 	<u>Daily Activities</u> Snack time, Lunchtime, Play time Outdoor play - Social interaction, motor skills Reflective worship & Assembly, RE stories - The Story of Christmas Assessment for Learning (AfL) - Rewarding/ celebrating good work; looking at videos and photographs during the day. Incidental Welsh - 'Good Morning', '1, 2, 3...' 'ready?', 'Happy Birthday'... <u>Activities for Home</u> Share a book together; Access Purplemash at home together Practice IEP targets that apply to home and school Practice independence skills, e.g. dressing, eating, drinking, and brushing teeth...	<u>ASDAN</u> Develop independent living skills: having your say. <u>Taking part in making choices about aspects of my own life</u> <ul style="list-style-type: none"> Demonstrating an understanding of cause and effect (i.e. by making a choice, they make something happen) Requesting events or activities without prompting <u>Take part in decision-making about how I spend my time</u> <ul style="list-style-type: none"> Vocalising in response to a person, object or event to indicate like/dislike Indicating preference in response to being offered a choice between an indoor or outdoor activity

4 core purposes: focusing this half-term on:

A: Ambitious, capable learners who are able to learn throughout their lives by... exploring a wide variety of ways of communicating to find the most effective method for them, establishing their own personal communication system providing appropriate activities/materials and resources for our students to explore in their own preferred way and express any choices they want to make

B: Enterprising, creative contributors who are ready to play a full part in life and work by... structuring creative activities around the skills and knowledge of the pupil so they can be purposefully involved at a level meaningful to them encouraging students to interact with others, in ways they are comfortable with, in a positive and giving way, structuring activities so that students are given opportunities to be aware of others, to be comfortable in giving and sharing, to experience turn taking

C: Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society by... providing activities at an appropriate level with the purpose of making students feel safe, confident in their interactions and with close contact to encourage awareness of others; ensuring the curriculum places emphasis on students being able to act independently to whatever extent they can, in a range of tasks or activities that will be applicable to everyday life

D: Ethically informed citizens who are ready to be citizens of Wales and the world by... having a strong ethos within the school that underpins the planning for and interactions with our students, based on their rights to be heard and responded to with dignity and respect; making sure our school is always looking to play our part in sustainable practice and to include our students in taking part in local/ global initiatives

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