

### My Body

- You see a Circus, I see Massage Story
- Exploration and manipulation of objects and tools
- Sensory exploration of a variety of materials
- body awareness through massage and music and movement sessions.
- swimming, therapy swing and physio / OT programmes as appropriate
- refining the use of all senses
- Exploration, engagement and manipulation activities
- Massage story including consent and response to touch
- movement opportunities in different environments e.g. outdoors, adventure room, trampoline

### My cognition and My Creativity

- Outdoor learning. Outdoor 'performance' and circus skills
- Topic. Traditions and features of circus
- Sensory cooking- Ice cream
- themed identiplay – circus themes
- Sensory music – Roll Up
- Art themed concepts – painting and mark making
- Key cultural engagement date: Cinco de Mayo
- Cause and effect skills as appropriate using IPads, computers, switch toys, switches, magic carpet, soundbeam, toys, matching, sequencing, sorting and labelling activities
- Mark making, using tools, sensory exploration
- Cultural Diversity: Key dates in term

### My Communication

Texts being explored may include:

- Nell and Circus of Dreams
- You see a circus, I see
- The Fabulous Fosskett Family Circus
- Olivia Saves the Circus
- The Acrobat
- Day at the Circus
- Individual communication scripts including intensive interaction
- Ongoing work as appropriate on turn taking, switches, symbols, colourful semantics, TaSSeLs and signing
- Group music therapy sessions
- Story telling
- Sharing stories including picture books, chapter books, tactile books, song stories, YouTube stories from Fitzebra Playlist, Tonie stories

### My Independence

Ongoing work on

- independence skills in care routines, lunch / snack times, play times etc
- Regular 'pampering' sessions to increase security in self-care tasks and consent
- Lunch social' including helping to prepare the table for lunch, clearing up after lunch and passing things to peers
- Relationship building with adults through intensive interaction, care routines, music and movement and play times.
- Relationship building with peers through 'Time to Talk' time for pupils to spend time and interact with one another in own ways



**FLYING SCOTSMAN- Circus is in Town**



### Ways parents / carers can support learning at home:

- Visit a circus, have a go at circus skills, explore foods from the circus e.g. popcorn, candy floss or ice cream, make a clown mask, listen to music you might hear at the circus
- Explore Granta School Youtube Channel, Fitzebra home learning videos for topic themed stories and activities including storytelling and massage stories
- Provide communication opportunities – don't always pre-empt wants and needs
- Encourage involvement in care routines
- Provide sensory (messy play) or exploration activities
- Engage in activities linked to pupils' individual PLGs

### Qualifications for KS4 and

#### 5 pupils

#### ASDAN units:

- Using a touch screen or Using switches to effect change
- Experience and participate in activities to develop awareness of shops and shopping
- Experiencing Art Activities