

Aviemore Primary School/ELC
Planning the Outcomes of Learning - Termly Organiser

Session: 2026-27

Term: 1

Class: Rainbow

Teacher: Mrs Johnson (Blue Room), Mrs Mathews, Mrs Williams (Yellow Room)

Topic: Yellow - All About Me and the local area around me

Blue - Our locality and the people who help us

In Rainbow we strive to provide a mix of child led, adult initiated and adult directed experiences, including learners in decisions as much as possible. We use multi-sensory opportunities in all our learning and provide play experiences both indoors and outdoors (as weather permits!). We also focus on a speech and language therapy structure called 'Attention Autism' for our learning. This is designed for children with neurodiversity to work on the early fundamentals of language including: awareness of others, attention, listening, shared attention, switching attention, and turn-taking. We refer to this as 'Bucket Time' as Stage 1 of the intervention has highly motivating items that come out of a bucket! We also use this as a way of delivering other curricular areas such as numeracy, phonics, and topics.

In response to children's developmental needs, where appropriate, we encourage interaction with peers through integration within mainstream classes. Children's timetables vary based on individual needs.

We work closely together with the mainstream classes to ensure the children are receiving the best and varied individually adapted content of the curriculum

In Rainbow, we predominantly focus on breaking barriers to learning for individuals. As such targets are highly personalised and opportunities to meet these are provided throughout the entire school day in multiple contexts. This stems from the [ASN Milestones as part of the Curriculum for Excellence](#). We specialise in Augmentative and Alternative Communication and use a Total Communication Approach with all learning - this approach utilizes Boardmaker visuals, Makaton signing, objects of reference and Intensive Interactions to support communication and comprehension of learning.

We also use a system called PEP-R which helps us to develop children's cognitive abilities across the curriculum, tailored very specifically to each child's needs and developmental levels.

Dates for the diary	Curricular Areas
August 17th and 18th In-service Days 19th School and nursery return 21st Assembly - Mrs McMaster - Vision, Values and Aims 28th Assembly - Mrs Creber SHANARRI-Safe September 2nd P5 Academy9 Gateway 4th Termly Planners out 8th P3 Farm Trip 8th P6 Farm Trip 11th Assembly - Alzheimer Scotland Assembly 14th In-service Day (school and ELC closed to pupils) 18th Assembly - House enterprises Capercaillie - Blythswood shoebox appeal 22nd and 24th - Initial meet the teacher parent meeting. 22nd Eden Court- Lonely Pine (at school) 25th Assembly - Stage assemblies (lower and upper school) SHANARRI-Included 28th Class photos October 2nd Star and wider achievements assembly 6th House Treat 9th Harvest Assembly 9th School and nursery close for October holidays and reopen on Monday 26th October.	Languages & Literacy: • Phonological Awareness • Phonics sounds as appropriate • Core Word Sensory work (using Makaton signing and visuals) • Sensory stories (themed around contextual topic) • TACPAC (themed around contextual topic) • Bucket Time/Attention Autism - listening, talking, turn taking, sharing, attention and engagement • Morning and afternoon group sessions - familiar songs, routines and turn taking. • Mark making and pre-handwriting skills, alongside letter formation, where appropriate. • Reading - ORT books with Makaton symbolised sentences to support visual learners as needed. • Blue room - See and Learn books • Spelling - common words with Makaton symbols • Yellow - Key texts e.g. : All about me, Home, Little Red Hen, The Enormous Turnip, Writing: We blend together Talk for Writing and Foundations for Writing approaches to writing. This will allow us to deliver concepts of storytelling such as sequencing and development sentence construction through using and Makaton symbols. Handwriting: Fine motor activities to promote fine motor control and Highland Literacy Teaching Handwriting Pencil control activities/mark making. Fine motor activities. Pencil grip. Begin formation of letters and numbers - size, shape, direction. Mathematics & Numeracy: • Personalised and targeted intervention and teaching around numeracy concepts for each child. • Opportunities through play for practical maths subjects (capacity, measure etc.) Count, order, read, write and explore numbers within 20 (and beyond). Recognise patterns of number using dice, ten frames and numicon. Shape: Recognise and name 2D shapes. Begin to recognise and name 3D shapes. Symmetry and pattern. Health & Wellbeing:

	• Food preparation and social opportunities for eating a variety of foods • PE - Sensory Circuits, Dance and personalised physio activities (Yellow Room) • SHANARRI Indicators Safe and Included (All about me, my family, my home, my school, my community etc.) Science: Exploring our environment Technologies: Smart board, Chromebooks Expressive Arts: • visiting Art teacher - Alison Marr • creating topic related artwork with different sustainable materials
Opportunities for Personal Achievement Cooking and Baking/Food preparation Working with different adults and children Developing relationships within mainstream classes Library visits Exploring the school grounds School assemblies House meetings Learning life and independence skills Developing ability to use communication systems House Points Class star certificates Class Trips	
Class Charter Based on the UN Convention on the Rights of a Child Article 23,28,29,31	