**Aviemore Primary School/ELC**

**Planning the Outcomes of Learning – Termly Organiser**

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| **Session: 2024-25 Term: 1**  **Class: Rainbow Yellow and Blue Teachers: Mrs Johnson & Mrs Sharp**  **Topic: Blue - Rights and Responsibilities**  **Yellow - All About Me & Colour and Light**  As usual this term, Rainbow are going to learn through a mix of child led, adult initiated and adult directed experiences. We will use multi-sensory opportunities in all our learning and provide play experiences both indoors and outdoors (as weather permits!). Our expressive arts focus, we will be looking at different famous artists and re-creating artworks in Term 2. In Yellow we also focus on a speech and language therapy intervention called ‘Attention Autism’. This is designed for children with neurodiversities 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! Lastly, we will be doing cooking and gardening to develop our skills in concentration and following instructions. Yum!  In response to children’s developmental needs, we encourage interaction with peers through integration within mainstream classes. Children’s timetables vary based on individual need. Most Rainbow children will spend some of their school day within their mainstream classes. Most often, they will participate in practical subjects within their classes such as: Health and Wellbeing, PE, Art, Languages and Science. The main Literacy and Numeracy focuses are experienced within Rainbow.  In Rainbow Yellow, we predominantly focus on the acquisition of early literacy and numeracy skills, alongside fostering emotional literacy in line with health and wellbeing. This stems from the [ASN Milestones as part of the Curriculum for Excellence](https://education.gov.scot/media/pcvpeaeg/milestones-supporting-learners-with-complex-asn.pdf). We create multi-sensory learning experiences and incorporate many of the expressive arts in our everyday routines and learning. This is to best encourage retention of learning around children’s individual targets and foster positive relationships through shared experiences. 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. | |
| **Dates for the diary**  **August**  19th In-service Day  20th School and nursery return  23rd Assembly – Mrs McMaster – Vision, Values and Aims  30th Assembly – Mrs Creber – SHANARRI- Safe  **September**  6th Assembly – Pupil Groups  6th Termly Planners out  10th Class photos  13th Assembly – Pupil Groups  16th and 17th In-service Days  20th Assembly – House Groups  (Launch enterprises – Osprey Foodbank collection and Capercaillie Shoebox Appeal)  24th and 26th – Initial meet the teacher parent meeting.  25th Flu vaccinations  27th Assembly – Stage assemblies  (lower and upper school)  **October**  4th Star Assembly  11th Harvest Assembly  11thSchool and nursery close for October holidays and reopen on Monday 28th October. | Curricular Areas  **Languages & Literacy:**  Blue:   * Stories linked to diversity/rights of the child * Daily opportunities for reading for enjoyment * Developing comprehension skills * Phonics and spelling as appropriate * Sentence structure and developing sentences * Fine motor skill development as appropriate * Mark making and letter formation as appropriate * Morning group activities   Yellow:   * Phonological Awareness – focus on rhyme and rhyme production (5 Little Monkeys/Incy Wincy/Wheels on Bus/Heads Shoulders Knees and Toes) * Phonics sounds as appropriate (one sound per fortnight) * Core Word Sensory work daily (using Makaton signing and visuals). I want, * Sensory stories daily * Bucket Time – listening, talking, turn taking, sharing, attention and engagement * Morning and afternoon meet – familiar songs, rhymes, dances, routines and turn taking.   **Mathematics & Numeracy:**  Blue:   * Numbers to 100 * Time – Telling the time and daily schedules. Calendar work * Number – subtraction * Number formation * Rapid recall of number facts   Yellow:   * Time – Daily schedules. Calendar work * Number sense to 10. Counting to 20. * Number formation * Capacity and measure (language of full and empty)   **Health & Wellbeing:**   * Emotions * Supporting and encouraging – relationships and friendships * Rights and responsibilities (Blue) * All About Me (Yellow). My body, my family, my face, my likes and dislikes * PE with mainstream classes   **Technologies:**   * Independently (and with support) accessing web browsers * Online interactive games * Touch-typing (Blue) * Using touchscreen devices   **Expressive Arts:**  Yellow   * Sensory play * TACPAC * Colour and Light * Music – daily songs throughout curriculum (literacy, numeracy, health and wellbeing, sensory stories) * Music – exploring percussion instruments and creating instruments * Art – exploring different artist’s techniques and re-creating artworks |
| **Opportunities for Personal Achievement**  May include:  Baking  Gardening in ASN garden  Working with different adults and children  Developing relationships within mainstream classes  Library visits  School assemblies  House meetings  Learning life and independence skills  Developing ability to use communication systems  House Points  Class star certificates  Right respecting school certificates  Post cards home | |
| **Class Charter** | |