






Hub Class Summer 1 Immersive Learning Themes

Life Skills				
The Engagement Model				
EXPLORATION	REALISATION	ANTICIPATION	PERSISTENCE	INITIATION
Explore and engage in classroom activities. Participate in activities alongside friends.	Make links between prior learning and new learning. To try new things in order to improve learning.	Anticipate the structure of the day using the visual timetable. Anticipate what will come next in known routines, stories and songs.	Improve attention span in classroom activities. Persevere when developing new skills.	Initiate conversations with others. Communicate spontaneously using speech, CVB or signing.

Theme: Transport Core Text: We all Go Travelling By				
6 week focus	6 week focus	6 week focus	1 week focus	5 week focus
Speech and Language	PE	PSHE	PSHE, Science, DT	Enrichment
We all Go Travelling By	Obstacle Courses	Transition	Health Module- Healthy Sleep and Emotional Regulation	Hub Concert
Life Skill: Exploration <ul style="list-style-type: none"> Exploring and playing Turn taking Communicating- signalong, CVB, verbal language. Vocabulary: bus truck train bike boat plane car Enrichment: Immersive multi-sensory provision	Life Skill: Realisation <ul style="list-style-type: none"> Exploring and playing Turn taking Communicating- signalong, CVB, verbal language. Vocabulary: team together ball turn challenge Enrichment: SEND PE with Ray	Life Skill: Anticipation <ul style="list-style-type: none"> Exploring and playing Turn taking Communicating- signalong, CVB, verbal language. Vocabulary: now next	Life Skill: Persistence <ul style="list-style-type: none"> Exploring and playing Turn taking Communicating- signalong, CVB, verbal language. Vocabulary: sleep bed healthy unhealthy refreshed	Life Skill: Initiation <ul style="list-style-type: none"> Exploring and playing Turn taking Communicating- signalong, CVB, verbal language. Enrichment: Hub Concert for parents
 Article 31	 Article 28	 Article 12	 Article 14	 Article 12

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<p>Speech and Language (main subject): A focus on learning to say, read and spell key vocabulary from the core text including nouns for forms of transport and onomatopoeia to describe the sounds they make.</p> <p>Speech and Language: Exploring Out of the Box set ups and sensory trays around transport.</p> <p>English: Mark making using transport toys, using colourful semantics to compose sentences about the forms of transport.</p> <p>Memory development: Learning to commit stories to memory.</p>	<p>PE (main subject): A focus on completing obstacle course activities, following a sequence and completing challenges from start to finish.</p> <p>Speech and Language: Watching teacher and peer modelling and learning to follow a sequence of instructions.</p> <p>PSHE: Learning to collaborate as part of a team.</p>	<p>PSHE (main subject): A focus on preparing for transition to the next year group or Key Stage.</p> <p>Computing: Making transition books side by side with the adults on Chromebooks, making choices about the information about them to share with their new teachers.</p> <p>Art Therapy: Drawing and painting pictures about the transition to the next year group or Key Stage.</p>	<p>PSHE (main subject): A focus on learning about sleep hygiene and how to have a healthy night's sleep.</p> <p>Maths: Explore clocks and discuss what we do at different times of the day, including healthy bedtimes.</p> <p>Science: Exploring sleep hygiene, distinguishing between items that are unhealthy and unhealthy before bed (e.g. Ipad, milk, chocolate, book etc).</p> <p>DT: Design and make a sensory aromatherapy lavender bag.</p>	<p>Speech and Language (main subject): A focus on preparing a performance to showcase the children's achievements over the year.</p> <p>Music: Singing in unison, keeping a steady beat with percussion instruments, learning to play, "You are my Sunshine" on Ukulele.</p> <p>Dance: Performing dance along to Nursery rhymes.</p> <p>PSHE: Taking pride in our achievements.</p>
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