



Tregolls Area Resource Base Long Term Planning – Autumn Term - 2026-2027



Kensey Class – EYFS and KS1

Kenwyn Class – KS2

	Summer 1	Summer 2
Topic	All About Me!	
High Quality Texts	Kensey Class: Elmer The Family Book Eyes, nose, fingers and toes My 5 senses Owl Babies Christmas Sensory Stories Kenwyn Class: I like myself - Karen Beaumont Me and My Amazing Body - Joan Sweeney Head to Toe - Eric Carle Only One You - Linda Kranz Christmas sensory story	
Enrichment moments	Shortlanesend Park Trip Aspens Autumnal Food Exploration Workshop Welly Walks Christmas Celebration Christmas Post Box Walk	
British Values	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. School rules, celebration assemblies, values, social games and playtimes	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries Learning opportunities: Value Assembly

	Learning opportunities: Values assembly Celebration assembly Signing assembly	Celebration assembly Signing assembly
Assessment opportunities	At Tregolls ARB, we use both the Cherry Garden Framework and the National Curriculum to assess and monitor our children's small and individual steps in learning, depending on where they are on their unique learning journey. Cherry Garden enables us to recognise and celebrate progress through small, measurable steps across six areas of development: - Communication, Language and Literacy - Mathematical Development - Physical Development - Personal, Social and Emotional Development - Understanding of the World - Expressive Arts and Design As children progress in their learning, the National Curriculum also provides a framework for assessment, allowing us to identify achievements, set appropriate next steps and ensure that learning is personalised to meet each child's individual needs and potential, as well as keeping high expectations for all. How we assess and monitor: - Cherry Garden – Branch Levels - Baseline assessment via Cherry Garden - Early Years Foundation Stage Statutory Development Matters - National Curriculum – KS1 & KS2 - Tapestry observations - Physical and written outcomes	
Parental involvement	- IPM target meetings - EHCP annual reviews - Home to School Communication Form - Parent and Carer consultations - Parent and carer coffee mornings (run by AIsT) and class celebrations	
Communication, Language and Literacy Communication	A total communication approach is used throughout the provision of the ARB to support communication, interaction and language. Approaches used: - Makaton - Widget symbols - Object of reference - Sound buttons - Intensive interaction All the above is used alongside spoken language Daily Attention Autism (Bucket Time) over the week	

	<i>Stage 1 - The aims are for the child to:</i> • Focus their attention on the adult led activity • Engage their attention with enthusiasm • Relax and enjoy these times • To anticipate shared good times • Focus on a select few vocabulary <i>Stage 2 – Sustain:</i> • Offer an activity that has a sequence building to a final fantastic experience. This can get long or short as you like depending on attention levels. Additional vocabulary can be added at a later stage. <i>Stage 3 – Shared learning:</i> • Children learn to shift their attention within a small group as they learn to take turns. At no point are children required to join Attention Autism sessions, and participation is entirely voluntary. Children are free to leave at any time should they wish, ensuring that their comfort and choice remain central to the learning experience. As Gina Davies, founder of Attention Autism, states, the approach <i>“offers the child an irresistible invitation to learn.”</i> Morning and afternoon circle time is used to embed: routines, register, days of the week song, weather song and celebration songs. Listening and responding to stories, rhymes and songs. Learn friends and teachers' names and vocabulary for routines and resources in the provision and to build independence.
Communication, Language and Literacy	Stories - All About Me In Kensey Class, we share a high-quality sensory story five times a week, using carefully chosen texts to engage pupils and develop joint attention, listening skills, and participation in a language-rich environment. Through a total communication approach, we create an inclusive atmosphere where each child's communication needs are supported, fostering confidence and independence. Our use of high-quality texts helps to promote a love of reading and enrich language development. Alongside this, our school library offers a wide range of books to meet all pupil's interests and needs. Reading is an essential life skill, and all pupils are given opportunities to develop their reading at an appropriate and achievable level. Reading approaches are tailored to individual needs, with a structured phonics programme used for pupils who are ready. High quality texts: Elmer The Family Book Eyes, nose, fingers and toes My 5 senses Owl Babies Christmas Sensory Stories



Reading and Writing	In Kenwyn Class, we share high-quality texts throughout the week to develop pupils' listening, attention, communication and early literacy skills within a language-rich environment. Using a total communication approach, we ensure all children can access and engage with stories in a way that meets their individual needs. For some pupils, these texts also provide a meaningful context for developing early speaking and writing skills. Children are supported to follow a simple writing journey, exploring vocabulary, sequencing ideas and communicating their thoughts through a range of supported writing activities and sensory opportunities. The aim is for some pupils to create a completed piece of writing linked to a specific genre, providing a purposeful and achievable outcome that celebrates their progress as communicators and writers. For some learners, it is to engage and interact with a piece of independent learning that progresses over time, that is linked to their IPM targets. High quality texts and written outcomes: I like myself - Karen Beaumont – Letter Me and My Amazing Body - Joan Sweeney – Information text Head to Toe - Eric Carle - Description Only One You - Linda Kranz – Recount Christmas sensory story – Letters and list
Communication, Language and Literacy Core Word	At Tregolls ARB, the Core Word Programme is a daily session that promotes independent communication for all learners, including autistic pupils, AAC users, non-speaking and minimally speaking children. Focusing on one to two core words each week, the programme uses a multi-sensory approach including AAC, signing, songs, stories, games, play and writing activities. Resources are tailored to each child's communication system to ensure full accessibility and engagement. Based on the Dynamic Learning Maps 40 First Core Words, the programme helps pupils develop functional communication, build confidence in expressing their wants, needs, feelings and ideas, and increase their use of vocabulary across a range of contexts. By providing consistent opportunities to practise key words throughout the day, it supports communication, language and literacy development while fostering greater independence. The words of this term are:
Physical Development Handwriting	Sensory pre-writing activities: Mark making opportunities inside and outside Core Word writing task Fine motor activities supported by adults Dough disco Squiggle While you Wiggle Pen disco Daily fine and gross motor activities Dough disco Mark making opportunities inside and outside Core Word writing task Fun with Food

	Writers: Independent writing opportunities across the curriculum Pen disco Daily fine and gross motor activities Finger Fit activities Writing opportunities inside and outside Core Word writing task	
Mathematical Development Kensey Class	In Kensey Class, mathematical development is based on the White Rose Maths nursery scheme, with learning carefully adapted and broken down into smaller, achievable steps to meet the individual needs of our pupils. Concepts are taught through a highly practical and sensory approach, allowing children to explore mathematical ideas through play, exploration and real-life experiences. We focus on a small amount of key mathematical vocabulary, providing regular opportunities for repetition and overlearning to support understanding and communication. Through a balance of adult-led, group and independent learning opportunities, children are encouraged to develop confidence, problem-solving skills and independence while engaging with mathematics at their own level and pace. In Kenwyn Class, mathematical development is based on the White Rose Maths Year 2 and Year 3 schemes, which is carefully adapted and broken down into smaller, achievable learning steps to meet the individual needs of our pupils. This ensures that learning is accessible and meaningful for our learners while supporting outcomes from both the Engagement Model and the Key Stage 1 and lower Key Stage 2 National Curriculum. Learning is delivered through a sensory, practical, and engaging approach, enabling our pupils to explore mathematical concepts through hands-on experiences, real-life contexts and structured play. Activities are adapted to meet the needs of our more sensory learners, ensuring that all children can access and participate in mathematical learning at their own level. We focus on a small number of key mathematical vocabulary terms, providing regular opportunities for repetition, overlearning, and communication within a language-rich environment. Through a balance of adult-led, group, and independent learning opportunities, pupils are encouraged to develop confidence, problem-solving skills, independence, and mathematical understanding while making progress from their individual starting points.	
Physical Development	In both Kensey and Kenwyn Classes, we follow the Get Set 4 Education PE scheme, adapting the small-step approach to meet the individual needs and developmental stage of our learners. Our focus is on developing gross and fine motor skills, helping children become more aware of their bodies, movements, and physical abilities through sensory, practical and engaging activities. Pupils are encouraged to participate in shared and team activities, promoting confidence, independence and cooperation. As communication is at the heart of all we do, PE sessions provide meaningful opportunities to develop key vocabulary, make choices, follow instructions and engage with peers and adults through both group and independent learning experiences.	Daily - Fine motor skills activities Fun with Food Meal times Movement and exploration of playground equipment
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	Indoor PE: Games Parachute games Week 1: Exploring of the hall and the equipment Week 2 and 3: Cars - To work safely and develop running and stopping. Week 4 – 7: Aeroplanes - To develop throwing and learn how to keep score.	Indoor PE: Games Parachute games Week 1 – 3: Cyclists - To play games showing an understanding of the different roles within it. Week 4 – 6: Cyclists - To play games showing an understanding of the different roles within it.
Expressive Art and Design	Pupils will be exploring art and design skills through our topic, All About Me, using a range of materials, tools and media using our weekly topic/event focuses.	
Expressive Art and Design Music	Weekly musical therapy sessions planned, delivered and assessed by Cornwall Music Service Trust Daily circle time songs and nursery rhymes The use of songs, nursery rhymes and music opportunities are planned across the curriculum to support our pupils communication and language and encourage participation and engagement.	
Understanding of the World PSED	My Healthy Body -I can start to understand my feelings and emotions, label and understand how it makes my body feel. Continuous learning opportunities: Social Games -Shared play opportunities -Board games -Daily structured and unstructured choosing opportunities	
Understanding of the World Science Geography History RE Computing DT	My World Around Me Week 1: All about My School Week 2: Explore the School Week 3: Classroom Rules / Explore the School Week 4: World Smile Day – What makes me smile? Week 5: Gardening /World Bee Week Week 6: Space Week Week 7: Harvest Festival – Autumnal Celebrations Science: Me and My Body Computing DT: Aspens Autumnal Food Exploration Workshop	My World Around Me Week 1: Bonfire Night Week 2: Diwali Week 3: World Nursery Rhymes / Remembrance Week 4: World Kindness Day Week 5: Road Safety Week Week 6: Christmas – How do I celebrate? Week 7: Christmas – How do we celebrate around the world? Science: Seasonal Changes – How is the world changing around me? Computing DT: Christmas crafts

