



WAIRAU VALLEY SPECIAL SCHOOL

Ehara taku toa, he takitahi, he toa takitini
My success is not mine alone, as success is the work of many

Academics

Being Creative

Life Skills

Exercise

Curriculum

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Introduction

At Wairau Valley Special School, in partnership with families/whanau, we aim to support all students to succeed in an ever changing environment. This will happen by providing an individualised quality education, based on each student's strengths, interests, cultural and individual needs.

Each of our students is a learner and the Wairau Valley Special School curriculum focusses on putting them at the centre of all teaching and learning. Students will experience a curriculum that engages and challenges them to maximise their learning. This curriculum will support each student to develop the competencies they need to be effective communicators and to be as independent as possible to reach their full potential. The curriculum is forward looking and inclusive and every student is supported with an effective communication system.

The Wairau Valley Special School curriculum is aligned with the NZC in order to fulfil the intent of the document. The school curriculum is A.B.L.E. – Academics, Being Creative, Life Skills and Exercise. This will meet the student's individual needs, drawing aspects from the NZC that are most important to our students and their community.

The A.B.L.E. curriculum is holistic and responds to the cultural needs of each child. The Hauora of each child is inherent in all teaching and learning.



The “ABLE” Wairau Valley Special School Curriculum

WHAT

Academics

Reading/Writing/ Communication/
Language/Mathematics/
Science/Social Studies/ Technology

Being Creative

Dance/Drama
Music/Visual Art

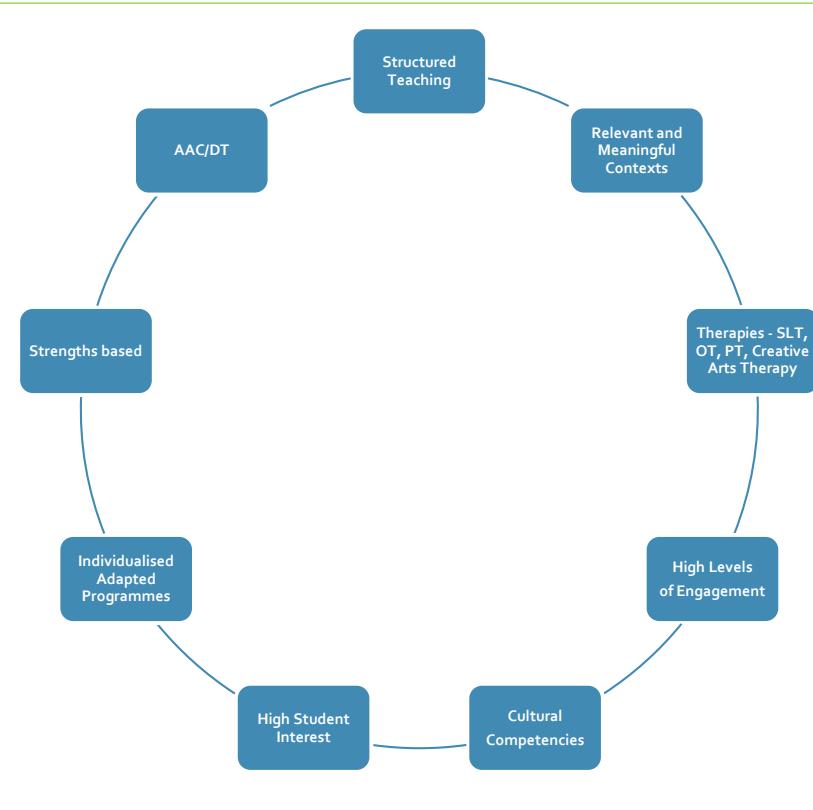
Life Skills

Health/Self Help
Domestic/Vocational/
Community & EOTC/Social, Leisure & Recreation

Exercise

Physical Education/ Fine & Gross Motor Skills
Movement through Play

HOW



WHY

**EXPLORE
LEARN
SUCCEED**

Wairau Valley Special School Aims

WVSS	AREA	OVERARCHING AIMS
A cademics	Reading	Recognise and comprehend signs, symbols or text showing understanding.
	Writing	Convey a message using signs, symbols or text meaningfully.
	Communication/Language	Be able to communicate needs, wants and ideas effectively.
	Mathematics	Recognise and use mathematical concepts meaningfully in everyday situations.
	Science Social Studies Technology/Digital Technology	Experience, participate and show understanding of the world around us.
B eing Creative	Dance, Drama and Visual Arts	Explore and participate in a range of creative disciplines of the performing arts.
	Visual Art	Explore and create visual media that expresses a message and supports learning in context.
L ife Skills	Health Hauora/Wellbeing	Develop an understanding of personal wellbeing in order for one's needs to be met.
	Self Help	Promote independence through a range of activities including caring for oneself and management of self.
	Domestic	Participation and experience in a range of everyday learning experiences and activities.
	Vocational, Community and EOTC	Involvement in experiences that include a wide range of opportunities in everyday situations outside of the classroom.
	Social, Leisure and Recreation	To engage in meaningful activities that help to develop friendships/social protocols/norms.
E xercise	Physical Education Fine and Gross Motor Skills	Participate in physical activity and sustain wellbeing.
	Movement Through Play	Experience and participate in a range of activities that promote enjoyment and interaction with others.
Curriculum		

At Wairau Valley Special School our **ABLE** Curriculum is successfully taught through:

a. Structured Teaching

- Consideration for classroom layout and learning styles
- Specific skills are taught and practiced moving towards independent learning
- Modelled and scaffolded teaching and learning
- Learner and learning focussed
- Students know why and what they are learning and how they will get there and know when they have achieved success
- Assessment and learning are linked with clear criteria set.

b. Relevant and Meaningful Contexts

- Age respectful
- Related to individual
- Balanced
- In partnership with families/whanau

c. Engagement

- Interactive programmes with concrete and tangible learning promoted
- Motivating learning activities
- Student input into learning programmes
- Repetition with variety and practice is encouraged
- Reflective practice is evident

d. Student Interests

- Opportunities for learning through student's interest fostered – personalised learning
- Challenging and fosters problem solving
- Culture and heritage acknowledged
- Students feel happy and safe in their learning environment

e. Individualised Adapted Programmes

- Provision of individualised resources
- Opportunity to process and practice – "EXPLORE, LEARN, SUCCEED"
- Risk taking encouraged
- Feedback and feedforward is used appropriately
- Next steps are planned for

f. Strengths Based

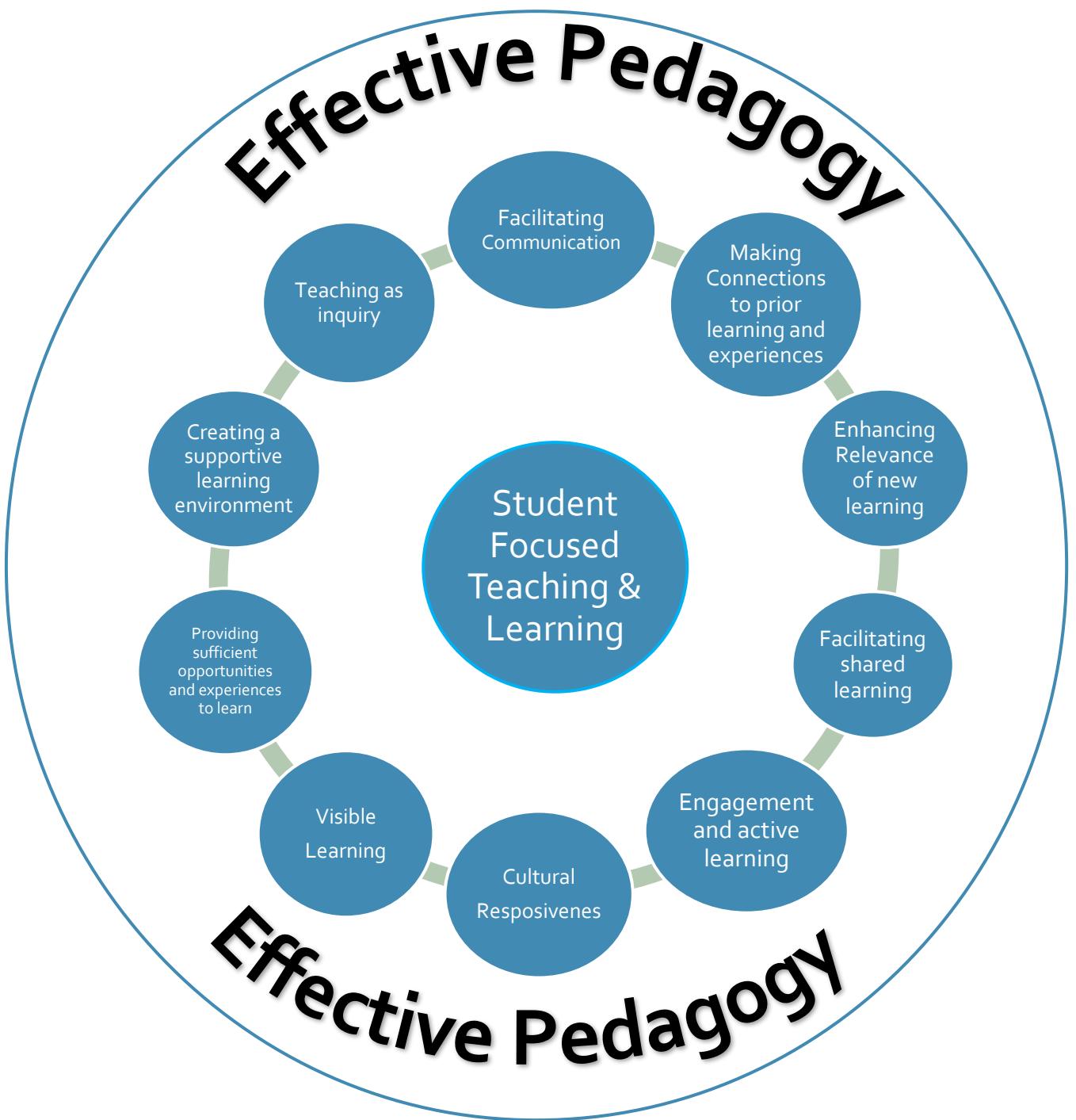
- High expectations for learning
- Successes and progress celebrated
- Acceptance of individual differences and needs
- Provisions made for differences
- Learning is transferable

g. AAC/DT

- Verbal communication is fostered and modelled
- Communication is supported by individualised low and high tech devices for non-verbal students
- Social communication and interaction is encouraged
- Social skills and friendships are developed

Pedagogy

Teacher and Therapist practice promoting student learning



Teaching as Inquiry

Effective pedagogy requires that teachers inquire into the impact of their teaching on their students.

Inquiry into the teaching-learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process the teacher asks:

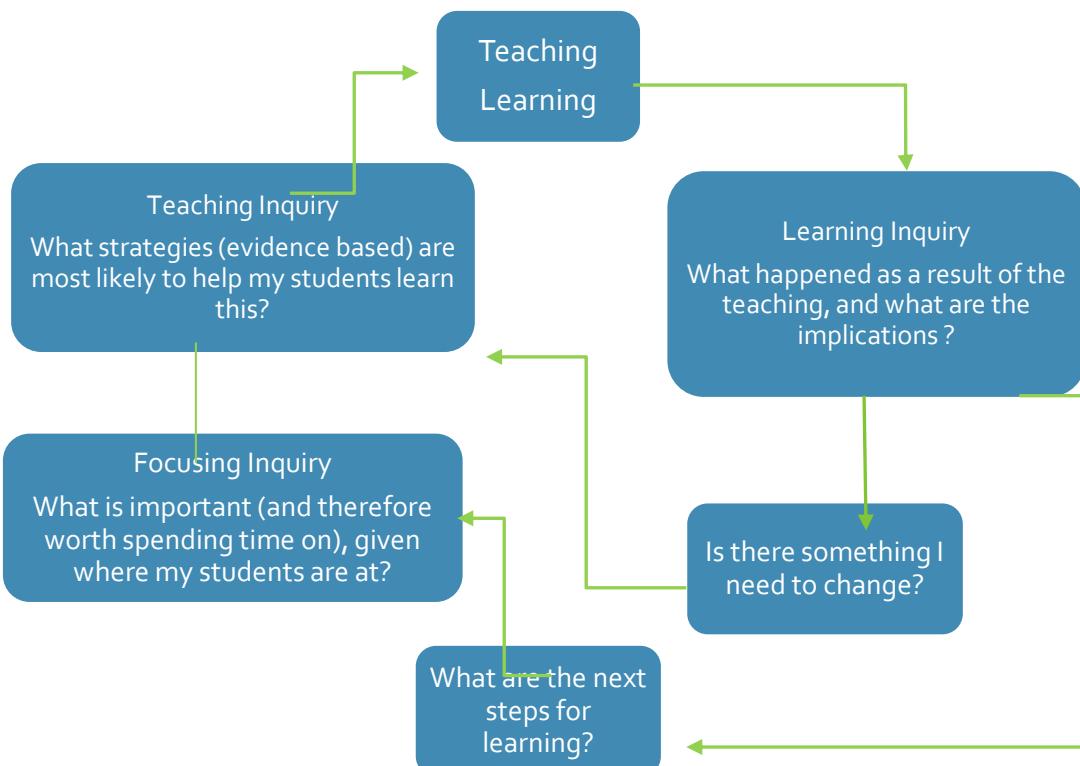
- What is important (and therefore worth spending time on), given where my students are at?

This focusing inquiry establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

- What strategies (evidence-based) are most likely to help my students learn this? In this teaching inquiry, the teacher uses evidence from research and their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.
- What happened as a result of the teaching, and what are the implications for future teaching?

In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They analyse and interpret the information to consider what they should do next.

Teaching as Inquiry



Key Competencies

THINKING	To actively Seek Knowledge	<ul style="list-style-type: none"> • Explore my world • Be open to new learning • Be curious • Learning ways of finding out more
	To Apply Knowledge	<ul style="list-style-type: none"> • Use what I know in different settings • Use what I know with different materials • Use what I know with different technologies • Use what I know with different people
	To reflect on knowledge and create new ideas	<ul style="list-style-type: none"> • Learn from previous experience to solve problems • Make a link between objects, events and experience
USING LANGUAGE, SYMBOLS AND TEXT	To work with language, symbols and text	<ul style="list-style-type: none"> • Express myself using language, symbols and text
	To interpret language symbols and text	<ul style="list-style-type: none"> • Interpret language, symbol and text
MANAGING SELF	To be Self Motivated	<ul style="list-style-type: none"> • Establish personal goals • Be involved in planning my learning • Demonstrate that I have a positive self-image • Reflect on my own development • Persevere
	To act independently	<ul style="list-style-type: none"> • Do thing for myself • Use my initiative • Make my own decisions • Access my environment
	To meet challenges	<ul style="list-style-type: none"> • Manage my emotions • Mange my behaviour • Recognise when I need help • Take risks
RELATING TO OTHERS	To express myself	<ul style="list-style-type: none"> • Express my feelings and ideas • Share my ideas • Display self-confidence
	To respond to others	<ul style="list-style-type: none"> • Listen actively • Understand the feelings of others • Understand the perspective of others
	To learn with and from others	<ul style="list-style-type: none"> • Built relationships with others • Be a friend and make friends • Understand the effect I have on others • Negotiate • Adopt to different roles • Work effectively with others
PARTICIPATING AND CONTRIBUTING	Participating in	<ul style="list-style-type: none"> • Be confident in a number of groups • Use and access a range of amenities • Have a variety of passions and interests • Understand and follow group rules
	Contributing to	<ul style="list-style-type: none"> • Play different roles in various groups • Exercise my rights in various groups • Show my respect for the environment • Show respect for others

Wairau Valley Special School

Part B: Curriculum Subject Areas

WVSS	AREA	PAGE NO:		
A cademics	Reading	11		
	Writing			
	Communication/Language			
	Mathematics	13		
	Science	18		
	Social Studies			
	Technology/Digital Technology			
B eing Creative	Dance, Drama and Music	19		
	Visual Art			
	Health Hauora/Wellbeing Self Help Domestic Vocational, Community and EOTC Social, Leisure and Recreation	20		
L ife Skills				
E xercise	Physical Education	21		
	Fine and Gross Motor Skills			
	Movement Through Play			

A cademics

Literacy

Literacy Curriculum

What this looks like (NB: Age appropriate resources will be used)			
Stage	Area	Learning	What this looks like
Emergent	<u>Reading</u> Recognise and comprehend signs, symbols and text showing understanding. Decoding.	Shared Reading Alphabet/phonological awareness Independent reading (SSR)	Sensory stories. Multiple sensory activities. Use of props. Rhythm and rhymes. Songs. Use concrete objects. Image sorts: Initial letter sorts. Word image matching. Concept sorts. Print concepts. Drama – acting out parts of story. Activities related to student special interests. Drawing on prior experience. Story Bots, Letter clip. Factual texts (e.g. Rev-Up cards) Reading from different media.
	<u>Writing</u> Convey a message using signs, symbols and text meaningfully.	Writing for real purposes. Shared writing. Independent writing.	Alphabet support. Access to full alphabet. Writing for real purposes e.g. weekend photo, morning message, signing in, etc. Attributing meaning e.g. name writing, pretend writing, etc. Sequencing. Predictable chart writing.
	<u>Communication/Language</u> Be able to communicate needs, wants and ideas effectively.	Using communication systems effectively. Vocabulary development. Learning to follow instructions and answer questions.	Make choices – YES / NO. Responding to simple questions. Learning to use AAC meaningfully. News sharing.

A cademics

Literacy

	Stage	Area	Learning	What this looks like (NB: Age appropriate resources will be used)
Conventional	<u>Reading</u> Recognise and comprehend signs, symbols and text showing understanding. Decoding.	Shared Reading. Alphabet/phonological awareness. Independent reading (SSR).		Initial consonant sorts Word wall Working with words Subject specific vocabulary Predicting "Wh" questions Research skills – reading for information Identifying story elements Reading to gain information Reading for a purpose e.g. online news Reading for pleasure e.g. magazines, comic books Making inferences from texts
	<u>Writing</u> Convey a message using signs, symbols and text meaningfully.	Reduced support for shared and independent writing. Writing for a variety of purposes. Handwriting.		Text structures Morning message Letter formation Print concepts and conventions Spelling high frequency words. Spelling patterns (word sorts) Text structures Celebration cards Editing skills Simple and compound sentences Shopping lists, newspaper reports, labelling, posters, word documents
	<u>Communication/Language</u> Be able to communicate needs, wants and ideas effectively.	Learning to answer/ask questions Initiating conversation Reciprocal conversations Staying on topic Expressing ideas Describing events Following increasingly complex instructions		Initiating conversations with a range of partners (verbal and/or AAC) Forming and expressing opinions Reciprocal conversations Following increasingly complex instructions Develop listening skills Hot seating

A cademics

Maths

Recognise and
use
mathematical
concepts
meaningfully in
everyday
situations

Maths Curriculum

Maths Awareness (P1-P3)

Possible experiences (teaching ideas):

- Become aware of adults entering and leaving their immediate vicinity and appreciating presence of one and more individuals.
- Maintain sensory contact for short periods by sustaining a grasp on an object placed in the palm, mouthing or looking at it long enough to show awareness as adult provides another or changes the item.
- Experience adult's use of language and intonation that refers to 'another' or 'more'.
- Retain a hold on objects for longer and take objects to own face for examination.
- Reach into a bag and feel a set of similar objects.
- Experience repeated contrasting sounds, e.g. high, low, high, low....long, short, long, short.
- Switch attention between objects on a table that are highlighted in turn using a torch beam, or are tapped to make distinct sounds.
- Organise beakers on a tray to create a pattern which they then observe being continued by others.
- Show some anticipation of touch as items are touched on face or moved down their arm toward the hand.
- Indicate choice from two.
- Look towards the next event in a sequence.
- Look from one object to another, altering focus, in a game, action rhyme or activity.
- Track items that are being counted.
- Watch fingers, and allow an adult to count them using number names.
- Make sequential sounds or gestures to accompany familiar rhythms, chants and songs.
- Reach for toys as they are counted onto the table.
- Anticipate a count by vocalising or gesturing to suggest a continuation when an adult stops counting.
- Experience activities that begin to encourage a response to quantitative or sequential changes in the environment.
- Anticipate stimuli, and show interest when changes occur in quantity, size and frequency.
- Extend awareness, watching sequences of items being placed or stacked, etc. on tables, or being put into or taken out of bags, boxes, cupboards. Hear associated language.
- Show anticipation and interest in watching collections being made, tracking sequences or increasing and decreasing objects.
- Experience adult's language and intonation describing beginning, end or increase, decrease.
- Show familiarity with selection and collection by pointing at items, to be added or removed from collections.
- Look around for next sound when the rhythmic beat on a drum stops.
- Take given items and collect them in lap or on the table, experience number words.
- Manipulate and rotate 3D shapes.
- Be assisted to feel the edges, angles, curves, planes of everyday objects and learn to manipulate, turn and look.
- Maintain interest in looking as a tower is built, responds to the bricks being knocked over.
- With assistance, put a smaller beaker inside a larger one.

A cademics

Maths

Maths Curriculum

	Maths Awareness (P1-P3)	
	<p>Possible experiences (teaching ideas):</p> <ul style="list-style-type: none"> Independently use hand movements to trace around the edge of a circle. Use vocalisation or gesture to indicate that a wheel is about to roll off a table. When handed objects, place them on head or on face. Show response at feeling a length of string pulled gently between fingers, or feel with loose hand as a long length of rope knotted or with a bobbin or bell at each metre is slowly pulled across the lap and through the hand. Make small movements to accept small items, hold arms wide to receive very large toy, hear adult language associated with size. Explore long and short sounds on a keyboard with an adult. See and hear stimulating sights or sounds coming from distance to close and from different directions, including behind. Feel heavy and light items on the lap, and hear adults comment on 'more', 'heavier', 'bigger'. 	
Beginning Maths (P4-P8)		
P4 Progressions – I am learning to:	<p>What this looks like in Juniors (teaching ideas):</p> <ul style="list-style-type: none"> Verbalising actions All gone - at mealtimes, etc. Sharing games Using Coreboard for 'more' Hide in classroom/ hide shapes in sandpit, sandpaper shape outlines, shaving foam etc. Duplo, Lego & wooden blocks, use words on, off, up, higher Seriation, big, medium, little Water play, cooking, science, wet pack, ice pack, 'mud' kitchen Art, torch on/off – lights in room, night/day, peek-a-boo, blanket Attention Autism toys – science experiments Play dough Round garden, finger rhymes/nursery rhymes iPad apps 	<p>What this looks like in Seniors (teaching ideas):</p> <ul style="list-style-type: none"> Maths games – groups Structured play Treasure hunt Turn taking & sharing Woodwork, cooking, (Tech) sewing, art Experiencing experiments (science) Sports, fitness Use correct vocabulary Lego therapy Numicon Dominoes Shopping Puzzles Study ladder Smartboard Apps iPad apps

Beginning Maths (P4-P8)		
P5 Progressions – I am learning to:	What this looks like in Juniors (teaching ideas):	What this looks like in Seniors (teaching ideas):
<ul style="list-style-type: none"> Understand and use 'one' Understand and use 'lots' Join in number rhymes (verbally or with AAC) Add more objects to a group Understand that two is more than one To match objects to objects To match 2 equal sets Know objects have a 'usual' place Manipulate objects through play Understand 'in' and 'out' Identify larger and smaller shapes Understand the term 'biggest' and 'smallest' Sort and match objects by recognising similarities Make sets of the same small number of objects Solve simple practical problems 	<p>One for you, one for me Number rhymes – 'little piggy went to market' Lots of modelling language during activities/describing actions - verbally where appropriate + AAC Varieties of objects Matching cards</p>	<p>Number Tiles Connect 4 etc. Maths games</p>
P6 Progressions – I am learning to:	What this looks like in Juniors (teaching ideas):	What this looks like in Seniors (teaching ideas):
<ul style="list-style-type: none"> Count to 5 Use my knowledge on one to one correspondence in a variety of games and songs Match one to one Recognise 2D/3D shapes Look for objects not in their usual place Understand the terms – on, off, bottom, under, next to, on top, stop, go, up, down, fast, slow Understand the terms big, little, small, more, less, smaller, smallest, larger, largest, hard, soft, hot, cold, long, short Identify colours Compare weights of objects Sort objects and materials according to given criteria Understand simple patterns and sequences 	<p>Receptive language – follow instruction e.g. PE place beanbag under the bucket Use environmental resources e.g. shells Through song, Numicon blocks, everyday objects Scales/balance e.g. language of heavy/light Lotto games 3D, peg boards, threading beads Physical activities Fine motor skills</p>	<p>Maths programs on computer Researching (IT) Games & Puzzles Adult led games for turn-taking/sharing Conducting experiments with support Special Olympics Swimming activities Dice Turn taking Card games Gym Ball games Sandpit Water games Dancing</p>

Beginning Maths (P4-P8)

P7 Progressions – I am learning to:	What this looks like in Juniors (teaching ideas):	What this looks like in Seniors (teaching ideas):
<ul style="list-style-type: none"> • Count to 10 • Sequence number to 5 • Read numerals to 5 • Use – smaller, greater, more, larger, fewer, less • Recognise and respond to numbers up to 10 in my environment • Count to answer 'how many' up to 10 • To respond to 'add one' and 'remove one' item from a number of objects in practical situations • Use one to one matching to solve problems • Identify the properties of shapes • Correctly use the comparative terms – up/down, big/small, top/bottom, on/off, hot/cold, wet/dry, stop/go, in/out, high/low, under/over/on/next to/ on top, front/back, more/less, quickly/slowly, forwards/backwards • Understand the term 'across' • Find the biggest/smallest from a group of 3 or more • Sequence 3 or more pictures • Find the lightest/heaviest of 2 objects • Use the comparative language in practical situations – long/short, thick/thin, before/after, full/empty, light/dark, straight/curved, more/less, enough/not enough, heavy/light, large/small, wide/narrow, day/night • Classify items using several criteria • Identify when an object is different and does not belong in a category • Answer a 'how many' question 	<p>You tube clips, counting before activity Sequencing numerals, objects with numbers written on them Comparing quantities or objects e.g. playdough , blocks Read letterbox, classroom numbers Counters, interactive whiteboard, iPad Apps, 1-1 activities Attention Autism Bag of Objects Differentiate groups of toys i.e. Where they belong iPads, 1-1 working with concrete materials</p>	<p>Worksheets, math materials Literacy activities (sunshine online) Following instructions – routine Number line Circle time activities Weather activities Matching, sorting, sequencing Music</p>

Beginning Maths (P4-P8)

P8 Progressions – I am learning to:	What this looks like in Juniors (teaching ideas):	What this looks like in Seniors (teaching ideas):
<ul style="list-style-type: none"> • Count to 15 • Read numerals to 10 • Write numbers to 5 • Estimate numbers and count to check • Use – first, last, second, third • Use larger, smaller, fewer, more • Record data through pictures • Make a tally chart • Recognise links between objects • Recognise the number before and after numbers to 5 • Add 1 and remove 1 object and count how many up to 10 • Name shapes • Describe shapes • Describe lines • Describe the movement of objects • Create patterns using shapes • Use comparative language to describe 2 objects • Sequence pictures of daily events • Recognise times of day • Say the days of the week • Compare volumes • Talk about, recognise and copy simple repeating patterns and sequences • Use counting to 10 to solve simple problems • Use ordinal words • Estimate 	<p>Hide & seek Maori/English Toss beanbag up & catch Record guess then check i.e. Blocks – lunch boxes etc. Lining up – entering pool Races, relays – sequence Graphing – how many have you got? Sequencing – daily schedule, seed, plant growth Tally marks – everyday items - what's in our lunch boxes, pets – brothers/sisters etc. Same/different Number line Yesterday/tomorrow – date Shapes required to make picture – what do you need? Tell me about this circle – straight, curved</p>	<p>Hundreds board Worksheets Technology - make a clock Surveys, school wide, class wide, facilitate or conduct & interpret Pen, forming numbers AAC Matching, sorting, sequencing Skip counting Cuisenaire rods</p>

A

Science Social Studies Technology

Experience,
Participate and
Show
Understanding
of the World
Around Them

Area	What this looks like in:	
	Junior	Senior
<u>Science</u> <ul style="list-style-type: none"> • Living world <ul style="list-style-type: none"> ▪ Planet earth & beyond • Physical World • Material World • Biology <ul style="list-style-type: none"> ▪ Flora ▪ Fauna • Physics • Chemistry • Geology 	<ul style="list-style-type: none"> • Exploring & Curiosity <ul style="list-style-type: none"> ▪ Textures ▪ Materials ▪ Colours ▪ Senses ▪ Water ▪ Air ▪ How things work? • Discovery • Environment • Experiments / looking in wonder • Cause & Effect Activities • Hands On • Experimentation with immediate results • Construction • Attention Autism – Stage 2 • Engagement • Our Place in the World • Respect for the environment and living things 	<u>Living World</u> <ul style="list-style-type: none"> • Solar System • Earth & Environment • Sustainability/ Recycling • Climate Change • Ocean Life & Rocky Shore • Water Testing in Streams • Air, Water, Fire, Wind <u>Physical World</u> <ul style="list-style-type: none"> • Water Cycle • Antarctica • Volcanoes • Local Environment • NZ Flora & Fauna • Natural World <u>Material World</u> <ul style="list-style-type: none"> • Science Experiments • Float/Sink • Hot/Cold • Colour, Hues & Tones <u>Biology</u> <ul style="list-style-type: none"> • Human Body • NZ Natives • Zoology <u>Physics</u> <ul style="list-style-type: none"> • Inventors & Inventions • Making a Pinhole Camera • Discoveries • Fibre Optics <u>Chemistry</u> <ul style="list-style-type: none"> • Cooking • Experiments <u>Geology</u> <ul style="list-style-type: none"> • Volcanoes <u>Place & Environment</u> <ul style="list-style-type: none"> • Auckland & Maps • Local Community • Walks around Local Area

A

Science Social Studies Technology

Area	What this looks like in:	
	Junior	Senior
<u>Social Studies</u> <ul style="list-style-type: none"> • All About Me • Identity and Culture • Place and Environment • The Economics World • History • Community • Relationships • Geography • Sexuality 	<ul style="list-style-type: none"> • Celebrations • Environment • Family & Friends • Landmarks • My body • Social skills games • Social stories • Structured & Pretend play • Drama • Maps/ dioramas • People • Social Rules <ul style="list-style-type: none"> ▪ Walking ▪ Sharing ▪ Caring about others • Cultures • Relating to Others - relationships 	<u>Identity & Culture</u> <ul style="list-style-type: none"> • All About Me • Maori Culture & Traditions • Pepeha, Mihi • Festivals & Traditions e.g. Matariki <u>Economics World</u> <ul style="list-style-type: none"> • Financial Literacy <u>History</u> <ul style="list-style-type: none"> • NZ History • Inventors & Artists • People in the Past • How the Past Influences Today <u>Community</u> <ul style="list-style-type: none"> • Road Safety • Library Visits • Swimming Pool • Malls <u>Relationships</u> <ul style="list-style-type: none"> • Social Skills • Family & Friends • Appropriate Behaviour • Sexuality (Colours of Sexuality Programme) • Feelings & Mindsets • Health & Wellbeing, Self-care • Family Planning
<u>Technology (Resistant Materials/Food/Digital)</u> <ul style="list-style-type: none"> • Materials • Food • Digital Technology 	<ul style="list-style-type: none"> • Cooking • Smartboard use • Computers / Ipad • Machines <ul style="list-style-type: none"> ▪ Sewing ▪ Switches ▪ Kitchen Appliances • Woodwork • Building with Recycled Materials • Electronic/ Mechanical Kits • Making things/lego • Working with a variety of Medium <ul style="list-style-type: none"> ▪ Fabric ▪ Wood ▪ Art • Playdoh 	<u>Arts</u> <ul style="list-style-type: none"> • Prisms, Mixing Light & Colours • Colour Wheels • Vegetable Dyes • Creative Arts • Fabric • Foods • STEAM <u>Digital Technology</u> <ul style="list-style-type: none"> • Computers • Smartboards • iPads, Chromebooks & Devices <u>Materials</u> <ul style="list-style-type: none"> • Tech Classes – cooking, hard technology • Construction Materials • Clay, Paper Maiche

B

Being Creative

Area	What this looks like in:	
	Junior	Senior
<u>Dance/Drama/Music</u> <ul style="list-style-type: none"> Explore and participate in a range of creative forms of the performing arts. 	<ul style="list-style-type: none"> Drama/Music Specialists/Therapist Music box Resonance Board Dress-ups Acting out Stories Puppets Singing, moving, listening Playing instruments Role Playing Happy Sticks Action Songs Waiata, Rakau, Poi 	<ul style="list-style-type: none"> Dance Therapy Drama e.g. Production Maori Culture & Traditions Maori Fitness Waiata, Rakau & Poi Musical Instruments Music Specialists – Rachel & Chewy Dance Classes as per 2017! Regular Dance like Zumba etc Role play stories Choosing songs using comm system Signing greetings & songs Intensive Interaction Attention Autism
<u>Visual Art</u> <ul style="list-style-type: none"> Explore and create visual media that expresses a message and supports learning in context. 	<ul style="list-style-type: none"> Messy Play Recycled Materials/Multimedia Construction/deconstruction Multisensory Cutting, pasting, collage Using a variety of utensils/body parts Drawing, Painting Sensory Exploration Playdoh Mix-Media Using all mediums 	<ul style="list-style-type: none"> Art – cutting, pasting, collage Creative Artz Kadinsky Art Screenprinting Explore different Art Materials Topic Work Art & Artist Lives Sensory boxes Slime, goo play Riekje Art Classes Lego Fixing Items (Joshua C) Matching, tracing, stencils

L

Life Skills

Area	Junior	Middle	Senior
Health Develop an awareness of personal wellbeing in order for ones needs to be met including sexuality education.	<ul style="list-style-type: none"> Toileting, hygiene skills i.e. handwashing Play programme – personal space rules Encouraging appropriate social behaviour/body awareness Sun smart Dressing, appropriate for weather e.g. swimming Boy/Girl identification Keeping Ourselves Safe Programme 	<ul style="list-style-type: none"> Sensory integration – sleep, rest, relaxation Body awareness using music and movement Private and public: environment, body parts, language, information. Girls/Boys Groups Keeping Ourselves Safe Programme 	<ul style="list-style-type: none"> Me and My Body Girls group/Boys group Friendships and Relationships Public vs Private behaviours Like vs Love Toilet/Menstruation/Body cares etc. Keeping Ourselves Safe Programme
Self Help Promote independence through a range of activities including caring for oneself and management of personal needs.	<ul style="list-style-type: none"> Independence: toileting, eating/self-feeding, unpacking bags, dressing and undressing for swimming, communication. Looking after own possessions e.g. carrying car seats and bags Safe behaviours in the classroom, playground, bus, carpark and outings. Follow arrival and departure routines. 	<ul style="list-style-type: none"> Toileting and Menstruation Daily routines – unpacking bags. Awareness of medication/seizures Nutrition Personal hygiene: clothes & body. Follow arrival and departures routines. 	<ul style="list-style-type: none"> Toileting Dressing & Changing Eating Haircare Body care Girls group/Boys group Managing emotions Learning contact details Follow arrival and departure routines
Domestic Participate and experience a range of everyday learning experiences and activities.	<ul style="list-style-type: none"> Opening, closing own lunchbox. Cooking. Putting rubbish in the bin. Clean after themselves and putting things away e.g. wipe table, cuttings after activity; glue stick put away in correct place. Buckle seats in school bus. 	<ul style="list-style-type: none"> Looking after personal belongings. Tidy classroom. Roles and responsibilities. 	<ul style="list-style-type: none"> Technology classes: cooking, art, woodwork, music, dance, drama etc. Preparing own lunches Dishes and other classroom chores Laundry Sewing Maths – Measurement (applying maths)
Vocational, Community & EOTC Involvement in experiences that include a wide range of opportunities in situations outside of the classroom.	<ul style="list-style-type: none"> Class outings – positive behaviour supports, social stories, rules, routines. Drumming & Drama lessons. Base and Satellite assembly, swimming, library. Inclusion in mainstream where possible. Riding for the Disabled Trips e.g. supermarket, sports events, and gymnastics. 	<ul style="list-style-type: none"> Class trip – topic based. Special Olympics Education Outside the Classroom Long Bay SPEC – Headway & Trump 	<ul style="list-style-type: none"> Kaipatiki Project Education Outside the Classroom Special Olympics School Trips Library Visits TRUMP SPEC Environmental Group Transportation (buses) Signs in the Community Internet and Cyber Safety
Social, Leisure & Recreation To engage in meaningful activities that help to develop friendships / social protocols and norms.	<ul style="list-style-type: none"> Structured play inside and outside/free play/sensory play alternate Friday's. Buddy class/sports/reading – Tuakana-teina pairs Gymnastics Class trips – sport activities, topic related 	<ul style="list-style-type: none"> Bullying Cyber bullying 	<ul style="list-style-type: none"> Digital citizenship, cyber bullying Buddy class / integration Push play Planned play Integrate with mainstream – assemblies/sport Gardening

E

Exercise

Area	Junior	Middle	Senior
<u>Physical Education</u> <u>Fine & Gross Motor Skills</u>	<ul style="list-style-type: none"> • Swimming • Gymnastics • Soccer Skills • Balance • Walking Programme (Physio) • Ball Skills • Body breaks – dance, Jump Jam • Gross & Fine Motor Skills – OT devised/included in workstations • Handwriting, TEACCH tasks • Buddy class – reading, play etc. • Games at playtime • Riding for the Disabled • Tabloid Sports • Foam Block Exercises 	<ul style="list-style-type: none"> • Gym Sessions • Special Olympics • Swimming • Gross Motor • Push Play • Shoelace tying • Handwriting • P.E. 	<ul style="list-style-type: none"> • Special Olympics • Swimming • Gymnastics • Shoelace tying • Handwriting • Cutting • Sensory writing • Pencil skills • Manipulating materials • Using math equipment • Threading • Jump Jam/Zumba • Go Noodle • Education Outside the Classroom • Push Play • Exercise on class treadmill
<u>Movement Through Play</u>	<ul style="list-style-type: none"> • Playground activities – programme, co-operation, parallel play i.e. sandpit, chasing, taking turns on flying fox etc. • Movement relating to song/music/games. • Drumming with Chewy • Board games – Bingo, Lotto • Sensory garden • Buddy class • Genevieve Drama – develop confidence, learn yes/no choices. • Attention Autism 	<ul style="list-style-type: none"> • Senior playground & field activities – modelling, supporting interaction. • Gardening – growing, life cycles. • Social etiquette, translation, tête-à-tête • Relationships: different types and boundaries • Emotional IQ/EQ – different emotions and reactions • Assembly • Singing • Buddy system 	<ul style="list-style-type: none"> • Music, dance, drama, drumming • Planned play • Learning through exploration • Special Olympics • Swimming • Gymnastics • Push play

