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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| **7**  **L1** | **All about me**  **Appearance and Personality**  Links with English – social communication and engagement  L4L – creating all about me booklet | **All about me**  **Interests/**  **Friendships** –  L4L – creating all about me booklet | **Social Cognition 1 :**  **Emotions**  Looking at anxiety and emotions  *Social* - presenting information and giving positive feedback  *Language* - making language accessible to everyone  *R* - summarising information  *Social* - identifying body language and social situations  Links with L4L | | | | **Comprehension 1:**  **Inferencing Skills**  *S+L* - discussion  *R* - comprehension  *W* - Grammatical structures to answering ‘long’ questions  *Social* - discussion and working with a peer  *Link with English – inference and clues – space theme* | **Expressive Language 1:**  **Lego Therapy**  *Social* - working with others  *Language* - theory of mind, description, extended verbal utterances  *Links with English – social engagement and communication* |
| **7 L2** | **All about me**  **Appearance and Personality**  **Social skills games linked with topic** | **All about me**  **Interests/Friendships**  **Social skills games linked with topic** | **Social Cognition 1 :**  **Emotions**  **Social skills games related to emotions**  **Practicing strategies linked with emotion booklet** | | | | **Comprehension 1:**  **Inferencing Skills**  **Social skills inferencing games** | **Expressive Language 1:**  **Lego Therapy**  **Same as above** |
| **8** | **Expressive language 2:**  **Lego Therapy**  *Social* - working with others  *Language* - theory of mind, description, extended verbal utterances | **Conversation Skills**  Higher level conversation skills e.g. asking for help  *Social* – adapting language for different listeners, talking with others (familiar and unfamiliar)  *Language* – different types of language used e.g. formal vs informal  Link with English – telling a narrative | **Fact and Opinion:**  **Identifying fact and opinion and early debate skills**  *Social* - differing opinions, compromise, negotiating  *Language* - appropriate verbal language to use with others | | **Fact and Opinion:**  **S+L - Presenting Information**  *W* - presentation skills  *R and W* - Own interests Powerpoint  *Link with English - Presentation skills and fact and opinion* | | **Comprehension 2:**  **Inferencing skills**  *S+L* - discussion  *R* - comprehension  *W* - Grammatical structures to answering ‘long’ questions  *Social* - discussion and working with a peer | **Expressive Language 3:**  **Lego Therapy**  *Social* - working with others  *Language* - theory of mind, description, extended verbal utterances  *Links with English – developing verb vocabulary* |
| **9** | **Social Cognition 2 :**  **Emotions and senses** | **Social Cognition 2 :**  **Emotions and anxiety – using our sense to maintain our focus and calmness**  Link with English – inferencing other’s emotions | | **School Newspaper**  *W* - article  *R* - summarising information to inform article  *Social* - working with others to develop article etc.  *Language* - sentence strucutres, newspaper specific language etc.  *Link with English –* changing register – world of work | | **Comprehension 3:**  **Inferencing skills**  *S+L* - discussion  *R* - comprehension  *W* - Grammatcial strucutres to answering ‘long’ questions  *Social* - discussion and working with a peer  *Link with English - Comprehension and figurative language (unclear language)* | | **Expressive Language 4:**  **Lego Therapy**  *Social* - working with others  *Language* - theory of mind, description, extended verbal utterances  *Links with English – ability to visualise and explain information* |
| **NG1/2** | **Dinosaurs theme**   * Going into the community and developing social skills within the wider community   Developing independence skills in the community e.g. using money, looking for items in a supermarket, finding our way around new or different places   * Visiting libraries, practicing road safety | | **Life cycle theme**  *Skills:*   * Going into the community and developing social skills within the wider community * Developing independence skills in the community e.g. using money, looking for items in a supermarket, finding our way around new or different places * visiting pet shops, river behind Tesco, parks to look for bugs | | | | **TBC**  *Skills:*   * Going into the community and developing social skills within the wider community * Developing independence skills in the community e.g. using money, looking for items in a supermarket, finding our way around new or different places   Going to markets to get food – comparing markets with supermarkets | |
| **16M** | **Life Skills**  Community links  Social – appropriate behaviour in the community  Life skills – using money, reading signs, simple inferencing, problem solving, independence, developing confidence, practical social skills (e.g. knowing how to queue) | | | | | | | |
| **Yr 12** | **New stories**   * Developing natural conversation * Talking about topical interests * Learning about the wider world   Links with English – understanding culture and structure and layout | | **Movie reviews**   * Developing natural conversation * Interests and friendships   Links with English – inference and symbolism in films | | | | **Debate**   * Developing natural conversation * Disagreement * Negotiating | |
| **Yr 13** | **New stories**   * Developing natural conversation * Talking about topical interests * Learning about the wider world   Links with English – understanding culture and structure and layout | | **Movie reviews**   * Developing natural conversation * Interests and friendships   Links with English – inference and symbolism in films | | | | **Debate**   * Developing natural conversation * Disagreement * Negotiating | |