

Rainbow Room Curriculum



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Driver/Topic A	The Colour Monster	Do you need wheels to travel?	How big is the world?	What grows in Spring?	Who lives in the garden?	Who lives under the sea?
Driver/Topic B	The Colour Monster	What makes us special?	Who helps us?	What makes books magic?	Where does our food come from?	What is your superpower?

Intent

At Grange Primary School, we believe that all children should be encouraged and supported to reach their individual potential. We also recognize that children, who find learning difficult or those who have additional needs, should be taught in a way that is appropriate to their stage of development.

The Rainbow Room at Grange is an intervention space which is used primarily to meet the needs of children who need to have their interventions delivered away from the distractions of a busy class environment. Children are able to access structured play opportunities which are delivered by specialist TA's. Activities are specifically designed to meet children's individual needs and build on prior knowledge.

Mrs Riley oversees the planning and provision of the Rainbow Room and alongside the children's class teachers, is responsible for ensuring each individual child's needs are met.

Curriculum Implementation

The curriculum in the Rainbow Room is delivered through a two-year cycle of broad and balanced topics which allow for exploration and development for all children regardless of age or stage of development. With a specific focus on the development of communication and interaction, children are supported in an environment that offers a sensory curriculum, which supports and meets a range of learning styles in a calm environment. Learning opportunities are presented through numerous irresistible, sensory activities that children are supported to engage with on both on a 1:1 and small group basis.

Learning outcomes are different for each child and are tailored to your child's individual starting and destination point. Some children, who have an EHCP, will have their targets detailed in sections E and F of their EHCP and these will be broken down further into small step targets that they will work towards during their time at Grange. Those children who do not have an EHCP will also have Small Step Targets, but these will be devised by the child's class teacher and SENCO as part of our Graduated Response. In addition to small step targets, children attending the Rainbow Room also work towards the outcomes detailed in the Autism Progression Framework and their progress will be continually assessed against the framework with a review of progress at the end of each term.

All children, who attend the Rainbow Room for part of their school day, are working towards their own developmental milestones and are starting from their own very different starting points and progression will vary accordingly. Therefore, their specific learning objectives are detailed on their own personalised Individual Provision Maps rather than a yearly plan format.

Impact:

Children's progress is regularly reviewed at specific intervals throughout the year and the Rainbow Room is a fluid intervention space that children can access as long as there is an identified need. We work alongside class teachers to ensure children are learning at an appropriate level and that children are making progress towards being in their classrooms full time, at the right time, with the appropriate skills. Individual children's journeys in the Rainbow Room all look different and movement happens at different times for different children.

For e.g.: Child A may attend x5 afternoons a week in September, but only x2 in January. Whereas Child B may attend 2 afternoons in September and x3 in January.




Children's progress data is collected three times a year to evaluate the impact of the bespoke curriculum offer and adaptations are made on an as and when required basis to ensure progression and outcomes are being met.

Example Weekly Offer:

AET - Rainbow Room Afternoon Provision: Autumn 1

How are you feeling?

Week 3: What makes us feel happy?

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Story: Makaton Topic - FEELINGS / EMOTIONS - Singing Hands (ft Dave Benson-Phillips) - YouTube</p> <p>Practice the emotion Makaton signs</p> <p>Read The Chimpanzee's Happy Tree making reference to the emotion happy and how it makes us feel.</p> <p>https://www.youtube.com/watch?v=KNGZiTd0Ys</p> 	<p>Circle Time:</p> <p>Look at photographs of children/people who are happy. How do we know?</p> <p>Use the handheld mirrors to take turns to look at our own smiles, look at <u>out</u> friends smiles and talk about what makes us happy.</p> <p>Practice Makaton and signs of the week.</p>	<p>Circle Time:</p> <p>Pass the Smile/Happy Colour Monster (SEE PLAN FOR IDES)</p> <p>Start with Happy. Model language / signs for the children. Children use pegs to pass between them if appropriate - maybe just MA?</p> <p>E.g. Painting makes Harper Happy. Cable Cars make Logan Happy. Animals make Leo happy.</p> <p>Practice Makaton and signs of the week</p>	<p>Sing and Sign:</p>  <p>Use the poster to teach the children the song. I've attached a video so you can learn the signs prior.</p> <p>https://www.youtube.com/watch?v=dKuOVTNNuA</p> <p>Practice Makaton and signs of the week</p>	<p>Sing and sign:</p> <p>Practice common signs in the song <u>before hand</u> using <u>widgits</u> to reinforce learning.</p> <p>Happy by Pharrell Williams</p> <p>Makaton - Happy - Pharrell Williams - Treloar's College Sing & Sign (youtube.com)</p>  <p>Practice Makaton and signs of the week</p>








Song of the Week

[Makaton - Happy - Pharrell Williams - Treloar's College Sing & Sign \(youtube.com\)](#)

Makaton/Widgit Signs of the Week:

Happy	sad	friend	yellow	tree	monster
					
happy	sad	friend	yellow	tree	monster

Many videos are available on YouTube /Makaton website showing you how to do each sign

Focus	Language & Communication	Literacy	Physical Development	Maths	PSE Development	Expressive Arts & Design	Understanding the World
Activity 1 and 2.	<p>Tuft Tray</p>  <p>CVC letter find in tuft tray with rice/pasta. 5 bowls with words stuck to them. Change words daily.</p>	<p>Red Table:</p> <p>How do you <u>feel</u> drawings?</p>  <p><u>Widgits</u> and real photo cards to support understanding.</p> <p>Mirrors to be available for children to look at what their faces look like.</p>	<p>U Table:</p> <p>Trace and <u>colour</u> fine motor activity. Reference to the <u>colours</u> and feelings of each monster.</p>  <p>Children to <u>cut</u> out their monster after.</p>	<p>IWB:</p>  <p>Mood Matching Monsters game. Encourage the children to match the monsters. Focus on the emotion language and using mathematical language such as matching and pairs.</p>	<p>Creative Table</p>  <p>Large Jars to fill for the display. 1 per day with a range of media out. E.g. Black Black tissue paper Black felt tips Black sequin Black glitter etc.</p>	<p>Fine Motor Table:</p>  <p>Finger painting in yellow and orange to create happy buzzing bees and a hive. Focus on precision and placement of fingers.</p>	<p>Sensory Area:</p>  <p>Laminated outlines of the <u>colour</u> monster and small translucent shapes. Children to fill in the outline of the <u>monster</u> with the shapes for 'happiness' etc.</p>
Resources	<ul style="list-style-type: none"> Magnetic letters Rice/pasta 5 bowls 5 tweezers Laminated words with widget picture. 	<ul style="list-style-type: none"> Worksheet Colouring pencils Widgits Real photos Mirrors 	<ul style="list-style-type: none"> Tracing sheets Pencils Felt tips for colouring after Emotion fans scissors 	<ul style="list-style-type: none"> IWB 	<ul style="list-style-type: none"> Large card emotion jars A range of different <u>coloured</u> media for each day (make <u>sort</u> and store in a box for easy access. 	<ul style="list-style-type: none"> Hive sheet Yellow paint Orange paint Widgit (yellow, orange, paint...) Wet towel/rag to wipe fingers. 	<ul style="list-style-type: none"> Lighthouse Translucent shapes Laminated cut out outline of the <u>colour</u> monster. Plastic containers for the <u>coloured</u> shapes.
Language Prompts	<p>What sound does this letter make?</p> <p>Can you find the letter that makes the /n/ sound?</p> <p>How many letters are in your word?</p> <p>What letter comes after the 'X'?</p>	<p>What does your face look like when you are happy/sad <u>etc</u>?</p> <p>What happens to our eyes when we are sad?</p> <p>What happens to our skin when we are sad?</p> <p>What does a smile look like?</p>	<p>Can you follow the lines with the pencil?</p> <p>What is making your red monster angry?</p> <p>How can you make him happy?</p> <p>Shall we cut it out?</p>	<p><u>Which</u> monsters are happy? Which monsters are sad? Can you find 2? Can you make a pair?</p>	<p>What makes us happy/sad/angry <u>etc</u>?</p> <p>Look... this is the yellow jar... what emotion is the yellow monster?</p>	<p>How many buzzing bees can you see?</p> <p>Can you paint 2 yellow bees?</p> <p>What's in the <u>bee</u> hive?</p> <p>Why is your monster feeling scared/ calm <u>etc</u>?</p>	<p>What <u>colours</u>/shapes can you see?</p> <p>How is your <u>monster</u> feeling? Why is your monster happy/sad <u>etc</u>?</p>

Teaching Approaches:

Teaching is delivered through both small groups and 1:1 where appropriate and we ensure a high ratio of staff to children is maintained to enable 1:1 sessions to take place 'in the moment' on an as and when needed basis.

Teaching assistants are trained in using intensive interaction approaches, attention autism and a number of other specific interventions which support both academic and developmental skillsets. All children have individualised targets, so we ensure our specialist teaching assistants have the relevant training to deliver any named interventions.