



<p><b>Term 3:</b> <b>My world</b> <b>'Let's get busy'</b> (exploration realisation anticipation persistence initiation*)</p>	<p>3. <u>ENVIRONMENT/NATURE:</u> <u>RECYCLING</u> – pick up natural elements (leaves, bear fruits, sand etc ) to create collage they can explore textures etc, recycling materials or junk for modelling <b>(links with D&amp;T).</b></p> <p><u>FOREST SCHOOL/SENSORY GARDEN:</u> planting, making nests, create a cairn, a hotel bug, microhabitats, bird feeding, making flower crowns, magic wands, etc.</p>	<p>3. <u>Printing</u> - experience: using nature elements for simple printing Can you do the same? Copying skills, explore materials. <b>-Georgia O' Keeffe</b></p> <ul style="list-style-type: none"> <li>• Tactile exploration</li> <li>• Mark Making</li> <li>• Visual Awareness</li> <li>• Water</li> <li>• Sand</li> <li>• Construction</li> </ul> <p>COMMUNICATION THROUGH: Intensive Interaction Attention Autism Sensory exploration Objects exploration</p>	<p>3. Personal care</p> <p>To be able to wash and throw things in the bin. Identify where the bin is in the art room etc</p>	<p>3. Self development and personal skills</p> <p>To be able to choose by using sounds, gestures, words which is their favourite flower, plant etc, to learn how to plant flowers, to smell etc <b>(link with PSHE)</b></p>
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**\*The Engagement Model 5 Areas of Engagement for NSS students\***

The engagement model has 5 areas of engagement, these are:

- Exploration
  - Realisation
  - Anticipation
  - Persistence
  - Initiation
- **ERAPI** (you can use as an acronym to help you remember)

Each of the 5 areas are interrelated and should be used when assessing pupils who are not engaged in subject-specific study NSS. Each area can provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans. **Look at each pupil's engagement in different activities or tasks. Engagement is a pre-requisite to cognition and learning. Cognition and learning results in progress.**