

### English

#### **Focus: Writing punctuation**

#### **Reading**

To have a sensory storytelling of the story to allow pupils to be immersed, engaged and create a memorable experience

Listen and follow along to the story on a digital presentation

Sequencing the story- Understanding a text by finding key details, putting events in order and answering questions

Structuring sentences using colourful semantics (creating 2/3/4/5 part sentences.) focusing on retrieving information.

#### **Phonics**

Individualised approach - phase 2, 3 and 4 sounds, action sounds and letter formation

#### **Writing**

Daily fine motor skill activities, clever fingers, mark making activities using different writing and art tools.

Describe pictures of the story and write sentences/ key words with the support of Colourful Semantics.

Focus on lower and upper case letters, and full stops (extended: exclamation mark and question mark)

#### **Communication**

Working throughout the day on student's communication based on their individual needs, using a variety of accessible communication aids.

Use symbols/word mats/ sentence starters related to different lessons, Build sentences with colourful semantics

### Our World

#### **Computing**

Cause and effect/ interactive games on interactive whiteboard

Reading eggs

Subject related songs and videos

#### **Science (STEM)**

#### **Focus: Water**

Seasons

Floods

Rainforest

Water cycle

Water usage and saving water.

#### **Forest School**

Messy maths- an approach that encourages children to explore mathematical concepts through playful, hands-on experiences in nature and real-world settings linking to their learning in math lessons.

#### **Our World (STEM learning)**

Alternating weekly with community outings on the bus and cooking sessions.

Outings around the local area .

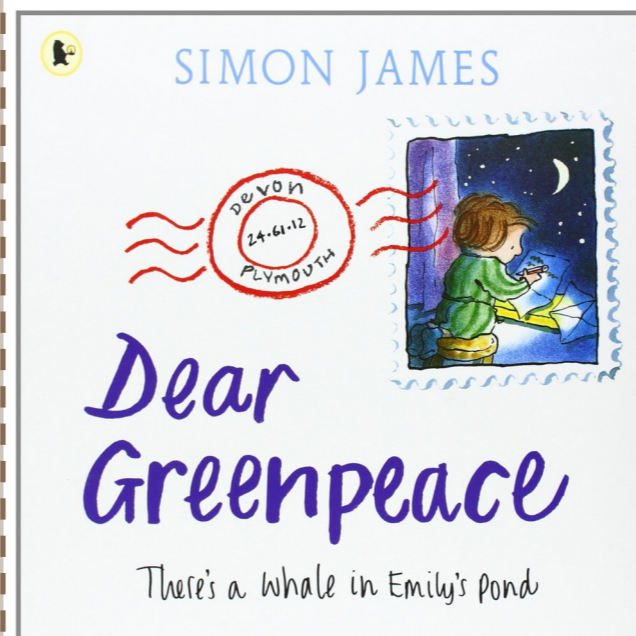
Cooking lessons with Jeremy. Planning and designing, following along to

instructions/recipe, constructing, tidying

### WOW!

**School theme- Conservation**  
**Calendar events- Chinese New Year, Valentine's, Mothering Sunday**  
**Community outings- related to topics, subject focus and life skills**

## Dear Greenpeace



### PSHE

#### **Focus: Self-awareness**

Kind and unkind behaviours

Playing and working together

#### **Other:**

Making relationships: engaging with adults and peers through intensive interaction, turn taking and simple games.

Self Awareness: playing and working together within the class group, getting on with others around the school.

Sense of self: make choices throughout the day and opportunities to express ideas.

Understanding emotions: recognising change in emotions including facial expressions and using emotional regulation strategies.

Recognising familiar environments, transitioning around school successfully.

Developing independence e.g. tidying up, washing up, washing hands.

### Maths

#### **Focus: Measure**

Develop understanding of comparison through practical activities using real objects.

Explore length, mass, and capacity by measuring with non-standard units such as cubes, hands, cups, and scoops.

Practise comparing objects to develop understanding of "longer/shorter", "heavier/lighter", and "more/less".

Use concrete materials and hands-on experiences to explore mass, volume, and capacity through play and everyday contexts.

Explore temperature through identifying and comparing hot and cold in familiar situations.

Apply measurement skills in meaningful, real-life activities such as cooking, role play, and outdoor learning.

Encourage the use of appropriate mathematical language through modelling, visuals, and repetition.

### Physical Health and Wellbeing

Weekly swimming sessions in hydrotherapy pool - increasing water confidence, developing swimming skills (kicking, splashing and floating), putting faces in the water and holding onto the side.

Weekly PE session with specialist PE teacher Kevin. **Focus: Ball games**

Weekly cycling session, exploring bicycles, tricycles and scooters. Practising road safety, stop and go.

Rebound sessions on outdoor trampoline.

Sensory circuits

Calming yoga

#### **Life Skills**

Personal care and hygiene, taking a shower after swimming, washing hands effectively before meals, undressing and dressing, toileting routines.

Developing independence skills during snack and lunchtime e.g. communicating choices, using cutlery, sitting with peers.

Accessing community outings, demonstrating safe behaviour in the local community.

Badgers café- greeting and addressing others, requesting items and 'paying' for them using play coins.

### Creativity

#### **Art**

#### **DT**

Recycled sun catcher

#### **Music**

Choir with other KS2 classes.

Music lessons with music teacher. Focus on rhythm, beats, and percussions.