

English
Reading

Sensory story with PPT version of the book.
Engaging with the story using sensory stimulus.
Making 3/4/5 part sentences using colourful semantics.
Individual reading tasks.
Singing songs and making rhythms using resonance boards (repeated phrases, animal sounds, anticipation, prediction)

Phonics

Tricky-words activities
Revisit/ Revise Phase 1-3
Exploring environmental and natural sounds
Phase 4 phonics

Writing

Daily fine motor skill activities, dough disco, clever fingers, mark making activities using different writing and art tools.
Daily individualised handwriting/tracing in key skills activities.
Tracing, hand writing tasks related to the story

Communication

Throughout the day for individual needs.
Identifying their own interests and likes.
Use of symbols related to different lessons. Building sentences with colourful semantics
Social skills — saying good morning to each other and greeting, e.g., 'high five'
Makaton signs throughout the day
Now and Next boards

Use of communication strings around the classroom

Our World
Computing

Interactive games on interactive whiteboard demonstrating cause and effect
Reading eggs and phonics activities
Music and videos with subject focus

Science (STEM)
Focus: water

Learn through play
Personal Experiences
Diverse world
Widening Vocabulary
Water cycle, usage, saving water, floods, rainforests, seasons

Forest School

Picture cards of animals from the story together with actions from the book symbols (move like an animal)
Sensory Cool Pool play (scoops, cups, floating animals)
Collect items by season, sort by colour, size, weight, explore textures, matching same and different
Planting and watering
Move water using sponges, pipettes (full, empty, drip, stop)

Social games

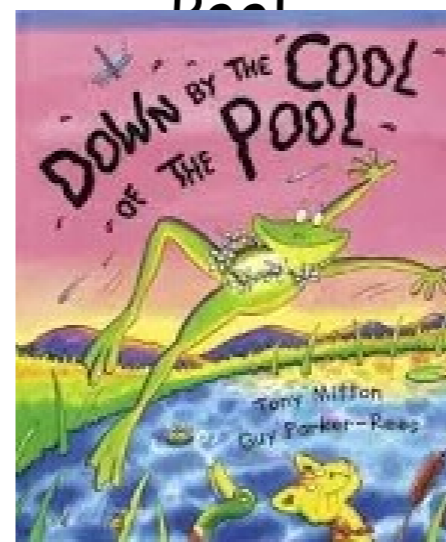
PSHE related games, personal targets, turn taking, passing an item

WOW!

Food /
Celebration

Guy Fawkes/ Remembrance Day/Winter/Christmas/cupcakes and food related to the story

Down by the
Cool of the
Pool



PSHE

Self- Awareness
Things we are good at

Recognising that there is self and others

Identify strengths/talents

Describe the ways we in which we are special and unique (in and out of school), things we enjoy or that make us feel happy

Playing and working together

Being ready to listen

Demonstrate why it is important to listen to other people

Identify some actions/behaviours that we show we are being polite

Demonstrate ways of playing and working together

Identify reasons why it may be upsetting for others if we do not wait for our turn

Kind and unkind behaviours

Exploring and understanding feelings

Recognising that behaviour which hurt others' bodies or feelings is wrong

Identify when people are being kind or unkind

Describe how this may make us feel angry, worried or upset

Physical Health and Wellbeing

Focus: Gymnastics/body management/Physical Health

Focus: Gymnastics / Body Management, Gross and Fine Motor Skills

Cycling and Bikeability: Weekly opportunities to develop gross motor skills using bikes, scooters, and go-karts. Emphasis on coordination, balance, and road safety awareness at an appropriate level.

Swimming: Pupils build confidence in the water, developing proprioceptive and sensory awareness. Skills include kicking, floating, splashing, and beginning to follow simple swimming routines.

PE with Connie: Explore movement themes that develop body awareness, spatial awareness, and control. Pupils practise following instructions and working as part of a group. Dance and Yoga: Regular movement breaks, rhythm activities, and calming strategies through yoga support both physical development and self-regulation.

Fine Motor Skills: Daily activities (e.g. threading, dough disco, tool use, mark making) strengthen hand-eye coordination and prepare pupils for writing and independent life skills.

Life Skills: Develop independence in personal care routines: washing hands thoroughly, dressing and undressing for swimming/PE, and caring for personal belongings.

Build self-help skills by learning when and how to ask for help.

Promote independence at mealtimes: making choices, practising use of cutlery, and developing confidence with eating and drinking.

Encourage responsibility through looking after personal items (coats, bags, lunch boxes).

Sensory Soft play and Explore room. Touch and taste and Messy play sessions. Sensory exploration in outside play area, dry and wet trays, food theme tuff spot tray with the

Creativity

Art / DT

Maths

Focus: Number, Measurements

More/less and number recognition: Learners will recognise, match, and compare numbers using concrete and visual resources. We will use language of more/less with visual aids. We will practice 1:1 correspondence with music and manipulatives. Number songs and rhymes.

Number bonds: Understand that numbers can be made up of smaller parts that combine to make a whole. We will explore the addition and subtraction of part-part-whole model with visual supports, cubes and Numicon. We will work towards simple bonds (5 and 10).

Measurements: Same and different, mass (heavy/light), lengths (long/short), capacity (full/empty)

Comparing, mass, lengths, volume, capacity, temperature, measuring using non-standard units