

## English

### Intent

In term 5 pupils will develop their understanding of narrative writing and story-telling through exploring traditional tales. In Term 6 we will learn nursery rhymes and explore the past tense through the format of a Diary.

### Implementation

Pupils will explore traditional tales learning a story through actions and developing to some sequencing. Pupils will participate in role play and help to retell a sensory story version of Little Red Riding Hood. In term 6 we will learn the days of the week and language associated with the immediate past by keeping a plant diary.

### Impact

Pupils will be able to recognise/identify characters from a familiar story or nursery rhyme. Pupils will be able to retell a familiar story or nursery rhyme. Pupils will begin to use the names of the days of the week correctly and will be aware of events that happened in the immediate past.

## Book Focus:

Term 5:

Little Red Riding Hood

By Lesley Sims



Term 6:

Nursery Rhymes:

Row Row Row Your Boat

Wheels on the Bus

## Maths

### Intent

In term 5 pupils will continue to explore number and place value, building on their learning so far. In term 6 pupils will learn about money and the concept of exchange as well as exploring position and direction in geometry.

### Implementation

Pupils will continue to explore number songs, sensory activities and mathematical games to build their knowledge and understanding of number. Pupils will explore through sorting, counting and comparing numbers. Pupils will participate in role play linked to shops exploring and playing with coins. Pupils will explore position and direction through shape activities and physical movements games in the garden.

### Impact

Pupils will have developed their knowledge of number, be aware of numerals and begin to link this to its value. Pupils will continue to develop their early addition and subtraction skills. Pupils will be aware of coins, 1p, 2p and 5p coins and will be able to exchange these for toys during shop role play.

## Horticulture

### Intent

Pupils will become familiar with the gardens and plants growing around the school. They will learn to use garden tools, plant vegetables, and develop skills to care for the EYFS garden.

### Implementation

Pupils will explore the school gardens, using various tools to tend to the plants. They will plant seeds and bulbs in pots, later transferring seedlings to the EYFS garden. Through observation, they will learn about plant growth and the readiness for harvesting vegetables.

### Impact

By the end of the lessons, pupils will be able to identify different plants in the school gardens and their basic parts. They will demonstrate competence in planting seeds and bulbs, using garden tools, and caring for plants. Pupils will achieve independence in tasks such as replanting seedlings and harvesting vegetables, demonstrating their understanding and skills in horticulture.

## Maple Class

Term 5 and 6

Transport High and Low

## PSI

### Intent

In term 5 we will work on oral hygiene, learning to look after our teeth as well as how we should brush our teeth. In term 6 we will continue to build on our social skills.

### Implementation

Pupils will learn how to look after their teeth by brushing dolls teeth or model teeth as well as beginning to brush their own teeth. Pupils will learn about healthy and unhealthy foods for our teeth. In term 6 pupils will engage in group circle times and games to build social interaction, turn taking and tolerance.

### Impact

Pupils will understand the importance of brushing teeth thoroughly and effectively, and how to do this. Pupils will be able to participate in group games with their peers demonstrating the social skills associated with this, such as waiting, turn taking and listening.

## Topic – History

### Intent

Pupils will explore different types of transport both new and old and begin to understand how transport has changed over time.

### Implementation

Pupils will explore and label different modes and types of transport and engage with transport play. Pupils will explore pictures and videos of transport now and from the past. Pupils will learn about Amelia Earhart and the Wright Brothers.

### Impact

Pupils will be able to name a range of different vehicles (verbally, matching pictures or using symbols). Pupils will be able to identify an old or new vehicle in a picture (verbally/pointing to pictures/symbols). Pupils will be able to identify something that is the same or different about old/new types of transport. Pupils will know who Amelia Earhart or the Wright brothers are and what they are famous for.

## Cookery

### Intent

Pupils will be confident handling and exploring a range of ingredients.

### Implementation

Pupils will participate in weekly cookery lessons creating picnic style foods that could be taken on transport as snacks. Pupils will handle and label a range of ingredients and pupils will be challenged to locate named kitchen utensils found around the cookery room. Pupils will follow one or two-step instructions and wait for their turn.

### Impact

All pupils will be confident handling a range of ingredients and helping to combine them to create healthy snacks. Pupils will name an increasing range of ingredients, build on their independence and take turns following instructions.

## Computing

### Intent

Pupils will take part in stop and go games linked with transport and record transport sounds using iPads.

### Implementation

Pupils will play a range of games such as using traffic lights, lollipop sticks and using the interactive whiteboard to initiate stop and go. Pupils will also explore different transport sounds and record them using an iPad..

### Impact

Pupils will understand the difference between stop and go in a range of different contexts and games. Pupils will also know how to record and play transport sounds using an iPad.

## Music

### Intent

Pupils will understand that sounds can be sequenced and repeated to create a repetitive rhythm.

### Implementation

Pupils will use Purple Mash computer software to explore different percussions sounds, sequencing them and creating repeated patterns. Pupils will also use simple percussion instruments and symbols to create sequence and play them with adult support.

### Impact

Pupils will be able to make choices, selecting different sounds on computer software. Pupils will be able to create sequences of sounds on Purple Mash. Pupils will be able to copy and replicate sequences of sounds using percussion instruments in small groups.

## P.E.

### Intent

Pupils will develop their physical agility and coordination skills in preparation for sports day.

### Implementation

Pupils will have the opportunity to participate in outdoor games and team games, developing social skills and confidence in readiness for sports day. This will include relay games, track and field games and races, turn taking games such as throwing/target games and simple obstacle courses.

### Impact

Pupils will know how to complete a range of races, aim at different targets, and navigate simple obstacle races. Pupils will also learn to take turns, work together in a team for a common goal and celebrate their peers' successes.

## Topic- Geography

### Intent

Pupils will develop their understanding of map work and how humans can impact our natural environment.

### Implementation

Pupils will explore maps of the school, following and using directional language and using maps to navigate around the school. Pupils will also engage in activities observing how human actions can impact our natural environment and what we can do to help prevent that. Pupils will also take part in activities looking after our school environment.

### Impact

Pupils will be able to handle maps and identify a similar feature on a simple school map. Some Pupils will use directional language and navigate using simple maps to find different rooms and objects within the school premises.

### Our Skills Builder focus for

Term 5:



Term 6:



## PSHCE

### Intent

Pupils will look at different communities (e.g. school, family) and various jobs that adults do. Pupils will also look at differences and similarities between people.

### Implementation

Students will engage in a range of activities including role-play, interactive storytelling, and art sessions where they create portraits. These hands-on experiences will help reinforce key concepts of PSHCE in a meaningful way. Additionally, adults will provide positive reinforcement and praise during structured play sessions, further enhancing students' understanding and encouraging positive behavior.

### Impact

The PSHCE lessons in term 5 and 6 will help students learn important life skills and values. They will understand rules and boundaries in different places, making them more responsible and able to make good choices. They'll also learn to respect differences and make everyone feel included. Pupils will be able to give examples of simple things we are allowed/not allowed to do.

## Design and Technology

### Intent

Pupils will develop and improve their skills of using malleable materials and papier mâché to make sculptures.

### Implementation

Pupils will observe different sculptures and learn how to use tools to manipulate materials. Pupils will utilise skills learnt over the term to create a hot air balloon sculpture.

### Impact

Pupils will be able to create sculptures out of different malleable materials such as clay, play doh and papier mâché. Pupils will have been exposed to different techniques and skills to create sculptures.

## Art

### Intent

Pupils will explore sculpture in term 5 and collage in term 6. Pupils will develop and improve their skills of papier mâché and finding materials in nature to use when making collages.

### Implementation

Pupils will observe a range of sculptures and practice practical skills to make hot air balloons, such as combining different types of resources. Pupils will then observe and gather natural objects in their school environment and explore how to create nature collages.

### Impact

Pupils will be able to appreciate alternative ways of creating artworks. Pupils will have developed their fine motor skills collecting materials and creating 3D pieces of art.

## R.E.

### Intent

Pupils will actively listen to a range of Fables in term 5 and Parables from different religions in term 6 developing their understanding of the stories and characters.

### Implementation

Pupils will attend to a selection of fables and parables told to them as sensory stories and will complete some actions and participate with role play throughout the stories.

### Impact

Pupils will be able to remember actions or simple sequences from the stories they hear. Pupils will be able to recognise/identify characters from the stories. Pupils will begin to understand the meaning behind the stories with adult support.

## Science

### Intent

Pupils will develop the ability to identify and name various plants and their main parts. They will also learn to group plants based on common factors such as color, shape, and growth characteristics.

### Implementation

Pupils will engage in a variety of activities both indoors and outdoors, exploring different plants growing around the school. They will group plants based on observable characteristics, such as those that grow underground or are red in color. Additionally, pupils will have the opportunity to grow their own plants, further enhancing their understanding of plant growth and development.

### Impact

By the end of the lessons, pupils will demonstrate knowledge of how some vegetables grow and will be able to name plants in the school gardens. They will effectively group plants based on their shape, color, or type (e.g., fruit, vegetable, tree). Furthermore, pupils will understand the basic requirements for plant growth.