

### English – Term 5 and 6

**Intent:** In term 5, pupils will develop their understanding of adventure stories by looking at the narrative, 'The Secret Garden'.

In term 6, pupils will explore a garden related sensory recount, titled 'My garden adventure' and they will also develop their knowledge of acrostic poetry using a poem titled, 'In the garden'.

**Implementation:** In term 5, pupils will become familiar with the narrative 'The Secret Garden', learning key vocabulary and the sequence of the story. Pupils will then make their own narratives, based on 'The Secret Garden' focus on joining words and clauses using 'and'.

In term 6, pupils will learn about a garden related sensory recount with the focus on the concept of 'I'. Pupils will develop this concept by learning the recount and recreating each section through role play, making it their own. They will then further their skills by sharing their work aloud with the class. Also in Term 6, pupils will become familiar with the structure of an acrostic poem, using a topic focused poem, 'In the garden'. Pupils will develop their vocabulary by creating class word banks which they will use when creating their own acrostic poems.

**Impact:** Pupils will have followed the structure of 'talk for writing' to develop language skills from different styles of literature and will have developed their imagination and ability to story tell and sequence. Pupils will know subject specific vocabulary and will be able to use 'and' in their own writing pieces.

### PSHE/RSE- Term 5 & 6

**Intent: Term 5:** Pupils will develop an awareness of physical, emotional, and social changes during growth, puberty, and life transitions. **Term 6:** Pupils will develop an awareness of internal body signals and sensations by exploring different body parts and how they feel in a range of situations.

**Implementation: Term 5:** Pupils will engage in engaging activities using visual sequences, social stories, and step-by-step explanations alongside role-plays, guided discussions, and sensory-friendly resources. These activities will explore body changes, emotions, friendships, relationships, and strategies for coping with transitions in a predictable and supportive environment. **Term 6:** Pupils will engage in structured, sensory-based activities focusing on different body parts (hands, feet, mouth, ears, eyes, nose). They will take part in simple experiments, adult modelling, and guided exploration using consistent routines, visuals, and repetition. Activities will encourage pupils to notice, respond to, and begin to describe body sensations using word banks, visuals, and supported communication in a predictable and supportive environment.

**Impact: Term 5:** Pupils will have improved their understanding of themselves, their bodies and others, enabling them to manage changes confidently, recognise and express emotions appropriately, and make informed choices about their wellbeing. **Term 6:** Pupils will have improved their awareness of their bodies and internal sensations, enabling them to recognise changes, communicate how they feel, and begin to link sensations to emotions and needs to support self-regulation.

### Cookery – Term 5

**Intent:** Pupils will explore a variety of healthy ingredients and learn how to make balanced choices.

**Implementation:** Pupils will begin in the first 3 weeks exploring different fruits. We will then move onto exploring different vegetables. Over a series of lessons, pupils will develop their chopping, peeling, and mixing skills and will have opportunities to touch, smell, and taste a variety of ingredients.

They will identify ingredients that they like and dislike and choose which ingredients they would like to include in their own fruit salad and potato salad creations. Pupils will use symbols to match and record the ingredients they like, sticking these onto their plates as they discover them. In the third and sixth week, pupils will prepare and taste their own fruit salad and potato salad using the ingredients they have chosen.

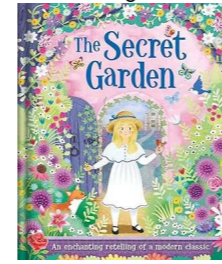
**Impact:** Pupils will have developed their understanding of healthy foods, been introduced to new ingredients, and made choices based on their own tastes. They will have gained confidence in using basic food preparation skills and created their own fruit salad and potato salad.

## Terms 5 & 6 The Secret Garden

### Book focus

#### Term 5:

The Secret Garden by  
Frances Hodgson Burnett



#### Term 6

Sensory recount,  
'My garden adventure!'

### Maths – Term 5 & 6

**Intent:** In term 5, pupils will continue to develop an understanding of place value, consolidating previously taught concepts and taking individual next steps to progress knowledge of core number concepts. Pupils will also explore telling the time to the hour using an analogue clock. In term 6, pupils will develop an understanding of positional and directional vocabulary and use standard and non-standard units to measure length and height. Pupils will finish the term exploring problem solving within structured situations.

**Implementation:** In term 5, pupils will look at counting, ordering, recognising and representing numbers up to 3-digits. They will learn to use different concrete resources and number lines/squares effectively to help solve questions and develop place value reasoning. Within the unit of time, pupils will observe analogue clocks to learn how to tell the time using the key vocabulary: half past, quarter past, quarter to and o'clock. In term 6, pupils will engage with practical activities to follow and describe position and direction using the terminology: 'left', 'right', 'forwards', 'backwards', 'top', 'in between', 'bottom', 'above' and 'below'. Pupils will then use non-standard units, such as cubes, hands and straws, or standard units such as rulers, to measure length and height and learn that the units they use need to be of equal length and measured from the start of the object/ at 0cm. Pupils will finish the term looking at different situations that require problem solving strategies. They will look into the operation being used and the question being asked, using the correct mathematical language in different contexts.

**Impact:** In term 5, pupils will have made individual progress when representing and comparing numbers and will have developed their knowledge of place value reasoning. Pupils will also have learnt the language of o'clock and understand that the hour hand is the shorter hand and the minute hand is the longer hand. Pupils will be able to read the time to the hour and know when the minute hand is pointing upwards to the number 12 it is an o'clock time and understand that they need to look at the hour hand to see which hour it is. In term 6, pupils will have explored the position of objects and shapes from different starting points and will be able to follow instructions using positional and directional vocabulary. They will also know that when measuring they should start exactly in line with one end of the object with no gaps between them to get an accurate measurement. Pupils will have participated in problem solving activities, consolidating their understanding of mathematical language in different contexts.

### RE – Term 5 & 6

**Intent: Term 5:** *A time to reflect:* Pupils will reflect on experiences and emotions within the class/school/community, specifically thinking about the following question: 'What do we want our school to look like?' **Term 6:** Pupils will learn to recognise what is important to them and to others, and be able to express and explain their reasons.

**Implementation: Term 5:** Pupils will work together to create their own Classroom rules that uphold what they feel is important. They will share their ideas with other classes and reflect on the thoughts and feelings of others. Pupils will identify who their trusted adults are at school and define why they feel school is a safe and inclusive community that they are all a part of.

**Term 6:** Pupils will take part in different activities around decision making, such as picking items that are important to them and playing games chosen by others.

**Impact: Term 5:** Pupils will have developed their ability to reflect on what makes our school a safe and welcoming community. They will have developed their ability to share their opinions in a fair and respectful way. **Term 6:** Pupils will have shown an increased ability to identify and communicate what is important to them and will have demonstrated an awareness that others may have different preferences.

### PE- Term 5 and 6

**Intent:** Pupils will develop confidence in physical activity by practising basic athletic skills, following instructions, and working towards participation in Sports Day.

**Implementation:** Pupils will take part in athletics sessions led by Martin (sports coach). Sessions will include structured activities such as running races, turn-taking games, and simple challenges to build skills and confidence. Pupils will follow routines to support independence when changing and transitioning to PE. Activities will be delivered with clear modelling, repetition, and visual support in a predictable and supportive environment.

**Impact:** Pupils will have improved their ability to participate in group physical activities, follow instructions, and take turns, enabling them to engage in Sports Day events with increased confidence and independence.

### D&T – Term 5

**Intent:** Pupils will develop an understanding of simple electrical systems.

**Implementation:** Pupils will learn what electricity is, where it comes from, and how it is used in everyday life. They will take part in practical, interactive activities to explore battery-operated devices and switch-operated toys, learning how they function and how to operate them safely. Pupils will then apply this knowledge by constructing their own simple battery-powered circuit to light a bulb.

**Impact:** Pupils will understand the basic principles of electricity, including its sources and uses, and will be able to identify the key components required to build a simple electrical circuit.

### PSI – Term 5 & 6

**Intent: Term 5:** Pupils will learn the importance of brushing their teeth regularly and correctly and understand the health benefits of taking care of their teeth and gums. Pupils will also build fine motor skills, attention to detail, and confidence in following a daily toothbrushing routine. **Term 6:** Pupils will have the opportunity to learn how to ride a bicycle safely and confidently. They will develop their balance, coordination, and cycling skills while understanding the importance of wearing helmets and following safety rules

**Implementation: Term 5:** Pupils will learn how to brush their teeth by following step-by-step instructions. Adults will demonstrate each stage of toothbrushing and provide appropriate support (e.g. hand-over-hand guidance and verbal prompts), which will be gradually reduced over time to promote independence. Pupils will be supported using visual symbols, sequencing cards, and now/next boards to help them understand and follow instructions more independently.” **Term 6:** Pupils will learn about bike safety using pictures and visual symbols. They will complete a warm-up with simple stretching and balance activities. Pupils will then practice riding skills such as balancing, pedalling, steering, and stopping with adult support. They will take part in a small cycling course to practice their skills safely. The session will finish with a cool-down and a short reflection where pupils share how they felt and what they learned.

**Impact: Term 5:** Pupils will have developed an understanding of the importance of oral hygiene and the steps needed to brush their teeth effectively. They will have demonstrated increased confidence and independence in brushing their teeth, following a routine safely and correctly. Pupils will have shown improved fine motor skills, coordination, and attention to detail while handling a toothbrush and toothpaste. **Term 6:** Pupils will have demonstrated improved balance, coordination, and bike-handling skills. They will have developed their confidence and independence skills when riding a bicycle and will have followed basic safety rules. Pupils will also have developed social and cooperative skills by taking turns, helping peers, and participating in group activities.

### Science – Term 5

**Intent:** Pupils will use equipment to observe a range of plants and insects and will record their findings.

**Implementation:** Pupils will be given the opportunity to plant seeds in different mediums in order to observe the plants growing. They will become familiar with a variety of tools and learn to use them safely and correctly. Pupils will record the weekly growth of the plants and label the different parts of a plant. They will use magnifying glasses to observe insects and learn about their role in the garden.

**Impact:** Pupils will have learnt how to care for growing plants and will have gained some knowledge of the importance of having insects in a garden. They will have demonstrated they can recognise and name some of the parts of a plant.

### Art – Term 6

**Intent:** Pupils will develop their creative skills inspired by Picasso. Pupils will make a range of different crafts using different shapes and colour as well as mixed media techniques, including collage and photo montage.

**Implementation:** Pupils will explore the work of Picasso, focusing on his abstract style. Over a series of lessons, we will create abstract faces as well as objects such as flowers linked to our topic 'The secret garden'. Pupils will use inspiration from Picasso to create their own imaginative, expressive pieces of artwork. They will use a range of different materials such as paper and felt to create different features. Pupils will be able to tear, rip, fold, and manipulate paper in different ways. We will also focus on our fine motor cutting skills to create the abstract shapes.

**Impact:** Pupils will have developed their creative skills by creating different pieces of artwork using a range of techniques and materials. Pupils will have created abstract face pictures and sculptures as well as felt flowers. Pupils will have shared their creations with one another. Pupils will have also built on their cutting skills.

### Music – Term 6

**Intent:** Pupils will develop their confidence and understanding of vocalisation and performance skills by engaging with familiar songs and nursery rhymes that have a garden theme.

**Implementation:** Pupils will listen to and engage with familiar songs and nursery rhymes as well as call-and-response songs, rhythm imitation and vocal play activities. They will use symbols, signs and actions to help embed the songs along with percussion instruments to reinforce understanding and engagement. Pupils will have the opportunity to take part in a short interactive performance workshop where they will demonstrate the skills they have learned.

**Impact:** Pupils will have developed their engagement and responsiveness to familiar songs as well as greater confidence, self-expression, enjoyment of performance, and the ability to communicate preferences and emotions through music.

### Geography – Term 5

**Intent:** Pupils will develop their understanding of tourism in the UK.

**Implementation:** Pupils will have chance to research different popular tourist attractions and plan their own journey to London or the beach. They will take part in role play activities; exploring sensory resources related to the tourist attraction. They will consider various transport options when planning their visit. Pupils will take part in various sensory activities focusing on "What I need at the beach!"

**Impact:** Pupils will have developed their understanding of what tourism is and explore various photos and videos of some of the main attractions that can be found in the UK. Pupils will have a good understanding of what essential items to pack for a day at the beach.

### Computing – Term 6

**Intent:** E-Safety: Some pupils will develop an early awareness of how to use technology safely and responsibly. They will begin to understand simple online safety rules and recognise that not everything they see, or experience online is safe or appropriate.

Recording: Pupils will explore and use digital tools purposefully and make meaningful choices.

**Implementation:** E-Safety: Teaching will be delivered through highly structured, repetitive, and scenario-based activities using familiar and accessible devices such as tablets or computers. Through role-play pupils will be taught to stop what they are doing and seek help from a trusted adult if they see something online that makes them feel worried, upset, confused, or unsure. Pupils will recognise the importance of personal privacy, including understanding what information should not be shared online, such as their full name, passwords or home address. Pupils will begin to identify safe and unsafe online behaviours through simple stories, visuals, role-play, and real-life examples.

Recording: Some pupils will be introduced to Microsoft Paint through guided, sensory friendly exploration of the tools. Staff will model and scaffold the use of key features (e.g. brush, shapes and colours), supporting pupils to make choices and experiment independently. Pupils will apply their skills through weekly lessons and be supported by visual prompts and repetition to ensure accessibility.

**Impact:** E-Safety: Pupils will have demonstrated increased confidence and independence when using technology. They will have shown an emerging understanding of how to stay safe online, including the ability to recognise when they need help and who to ask for support.

Recording: Pupils will have developed their understanding of digital tools and apply their skills to create a garden scene linked to our topic. Pupils will have demonstrated the ability to communicate ideas and preferences in a creative and engaging way.

### History – Term 6

**Intent:** Pupils will use different sources of evidence to discover how gardens have changed over time. They will begin to understand why changes happen and communicate their ideas and knowledge.

**Implementation:** Pupils will use their senses to explore the different types of gardens and what grows within them. They will be given the opportunity to explore a range of concrete and visual sources and will discuss what these sources show them.

**Impact:** Pupils will have learnt that garden usage has changed to reflect the world they are living in. They will have used sources to chart the change and will have demonstrated this understanding through verbal and visual means.

### Skills Builder Term 5



### Term 6

