

English

Intent

In term 5 pupils will explore recount through a sensory story based on Goldilocks and the Three Bears. In term 6 pupils will explore traditional tales and narrative through a sensory story of Little Red Riding Hood. Pupils will also continue to develop their fine motor skills, early mark making and handwriting through daily mark making activities.

Implementation

In term 5 pupils will take part in a sensory retelling of Goldilocks and the Three Bears. Pupils will use sensory objects and roleplay or pictures to sequence events in the story, learn the story and retell it. In term 6 pupils will use the same structure to learn and retell a sensory retelling of Little Red Riding Hood. Pupils will continue to use pictures or symbols to represent the story, match and sequence pictures from the story in an attempt to retell it. Pupils will continue to develop their fine motor skills through fine motor tasks such as using pegs, tweezers, threading or playdough play, as well as developing their mark making and overwriting skills using a variety of mark making tools.

Impact

Pupils will have taken part in a sensory roleplay retelling of two traditional fairy tales. Pupils will have matched objects or pictures to key parts of the story with minimal support. Pupils will have matched photographs to photographs of objects from the story. Pupils will have sequenced photographs from the stories to retell them. Pupils will have further developed their fine motor skills and will have demonstrate greater control of mark making tools and will have overwritten more complex writing patterns or letters.

Book/story Focus:

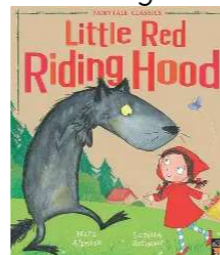
Term 5:

Sensory Story based on Goldilocks and the Three Bears



Term 6:

Sensory Story based on Little red Riding Hood



Maths

Intent

In term 5 pupils will continue to develop their understanding of number to 10 and beyond. Pupils will also explore simple fractions. In term 6 pupils will develop their understanding of geometry, learning about directions. At the end of the term pupils will explore money.

Implementation

Pupils will continue to explore number through the exploration of number songs and sensory activities this time linked to characters from familiar fairy tales. Pupils will also use concrete objects to explore fractions such as splitting playdough in half. In term 6 pupils will explore direction through simple games linked to moving forward, backward, left and right. At the end of the term they will participate in role play linked to money and learning to exchange money for items in a shop.

Impact

Pupils will have a confident understanding of number relevant to their personal IEPs and will have demonstrated awareness of numerals and groups of matching objects. Pupils will be able to follow directional instructions or move objects in four different directions (forward, backward, left, right). Pupils will have handled halves and whole objects. Pupils will have developed an understanding that in a role play shop environment they must 'exchange' a coin in order to buy something.

PHSE Term 5

Intent

Pupils will learn about the topic 'changing and growing' by developing an understanding of looking after babies.

Implementation

Pupils will have the opportunity to take part in role play activities and scenarios centred around caring for a baby. This will include dressing, feeding, using gentle hands and how to use a pram and cot. Pupils will attend to an adult label and model role play, emphasising how we grow and change from a baby to a child then an adult.

Impact

Pupils will have learnt some ways to care for a baby. They will have developed their understanding of how we change and grow as we get older.

Beech Class Fairy Tales Term 5 and 6

PHSE Term 6

Intent

Pupils will understand and respond to safety instructions such as 'stop' or 'go'.

Implementation

Pupils will participate in safety awareness games linked to the instructions stop and go such as movement games, intensive interactions with adults, music-based games and simple roleplay linked to road safety.

Impact

Pupils will have demonstrated an awareness of the instructions 'stop' and 'go'. Pupils will have responded to safety instructions with accuracy. Pupils will have participated in routines and tasks that help keep them safe (holding an adult's hand, stopping at the appropriate time).

Skillsbuilder Focus: Term 5 – Leadership



Term 6 – Creativity and Teamwork



PSI Term 5

Intent

In PSI this term, pupils will develop personal independence skills across communication, self-care, engagement, and social interaction. Pupils will be supported to build confidence in expressing needs, following routines, interacting with others, and participating in everyday activities.

Implementation

Personal independence will be developed through structured PSI lessons and daily routines. Pupils will use a range of communication methods and visual supports to support understanding and expression. They will take part in self-care routines, supported play, and practical activities, with adult modelling, prompting, and repetition used to build skills and independence over time.

Impact

Pupils will have shown increasing independence across personal care, communication, and engagement. They will have demonstrated improved participation in routines and activities, greater confidence in expressing needs, and beginning independence in interacting with others and completing familiar tasks.

PSI Term

Intent

In PSI this term, pupils will develop independence skills across a range of areas, including communication, self-care, physical development, and social interaction. They will be supported to follow routines, make choices, and begin to manage their own needs with increasing confidence.

Implementation

Independence will be developed through structured PSI lessons and daily routines. Pupils will be supported to complete activities using visual supports, modelling, and adult prompting. They will have regular opportunities to practise key skills such as following instructions, engaging in routines, communicating needs, and interacting with others. Support will be gradually reduced where appropriate to encourage independence.

Impact

Pupils will have shown increasing independence in daily routines and activities. They will have followed familiar instructions with greater confidence, communicated their needs more effectively, and engaged more actively in tasks and interactions. Over time, they will have required less adult support and will have demonstrated growing independence across PSI and the wider school day.

Art Term 5

Intent

Pupils will develop their understanding of what a sculpture is through the exploration of soft modelling dough such as plasticine, clay or playdough.

Implementation

Pupils will learn to manipulate and change the shape of clay, playdough or plasticine using their fingers, simple tools such as rolling pins, cutters, clay knives and tools. Pupils will change the shape of these materials and combine shapes to create sculptures inspired by fairy tales such as castles, houses, or characters from favourite fairy tales.

Impact

Pupils will have changed the shape of clay/playdough/plasticine using their fingers or different tools. Pupils will have made different marks in the doughs using tools. Pupils will have created shapes using their hands such as balls, cylinders, bricks. Pupils will have combined different shapes made from doughs to create sculptures.

Art Term 6

Intent

Pupils will explore, manipulate and combine different paper-based materials to make their own crowns.

Implementation

Pupils will learn how to use scissors and glue safely when changing and combining paper-based materials, developing control over different tools. Pupils will also have the opportunity to decorate their crowns by combining a wide range of media including pasta, rice, shells, buttons, pompoms, craft straws, pipe cleaners, papers, string, fabrics, felt, wool.

Impact

Pupils will have learnt that materials can be changed and combined to create different effects or textures. Pupils will have also demonstrated improved control and fine motor skills to cut and stick different materials.

P.E. Term 5

Intent

Pupils will develop their fine and gross motor skills in relation to throwing and catching actions as well as developing running skills in preparation for Sports Day.

Implementation

Pupils will participate in structured activities such as bean bag throwing, small ball throwing and catching games, target-based activities and simple rackets games to develop their fine motor skills as well as their hand eye coordination. Pupils will also partake in simple running games, and obstacle courses in preparation for Sports day in term 6.

Impact

Pupils will have demonstrated control over throwing/catching tasks or simple racket sports with adult support. Pupils will have completed races with support or independently. Pupils will have followed simple adult instruction and modelling to copy actions in obstacle races.

P.E. Term 6

Intent

Pupils will become confident in the water and participate in basic floating activities.

Implementation

In term 6 pupils will take part in swimming lessons learning to walk around the poolside and enter the water carefully. Pupils will work with an adult to develop their floating skills on their front and back, developing trust with an adult.

Impact

Pupils will have demonstrated careful movements around the poolside and will have demonstrated confidence in moving in the water. Pupils will have attempted floating on their back or front with support from an adult.

RE Term 5

Intent

Pupils will develop early reflection skills by exploring their experiences, recognising their feelings, and beginning to understand what they like and enjoy.

Implementation

Pupils will take part in sensory and play-based activities such as songs, stories, and circle time games focused on feelings and experiences. Adults will model emotional language and use visual supports including symbols, objects of reference, and photographs from home and school. Pupils will revisit familiar experiences using photos, respond to feelings through play, and be supported to make choices and share experiences with adults and peers.

Impact

Pupils will have explored and responded to a range of feelings, experiences and will have begun to show preferences and make simple choices. They will have communicated their feelings using gestures, sounds, symbols, or photographs, engaged in shared activities, and developed an early awareness of others, including an understanding of kindness and belonging.

RE Term 6

Intent

Pupils will begin to make simple choices by exploring toys, activities, and resources. They will learn that their choices lead to outcomes and begin to show likes, dislikes, and early communication such as "more" and "finished".

Implementation

Pupils will access a range of play-based activities. Adults will model choices using objects, symbols, and communication boards. Pupils will explore cause and effect, request preferred items, and communicate "more" or "finished" through structured, sensory, and repeated activities. Activities will include planning an end of term party, where pupils will make choices about food, games, and activities they would like to do.

Impact

Pupils will have begun to show preferences and make simple choices. They will have used gestures, sounds, symbols, or words to request items and express likes, dislikes, "more", and "finished". Pupils will have shown growing independence in choosing activities, food, and games they enjoy, including during real-life events such as celebrations and class parties.

Music Term 5

Intent

Pupils will be able to perform actions/signs in a simple song or nursery rhyme, remembering the actions in a sequence.

Implementation

Pupils will listen to a simple nursery rhyme linked to Fairy Tales (Baa Baa Black Sheep, I'm a Little Teapot). Pupils will learn different actions/signs linked to the song. Pupils will perform the signs/actions during the playing of the song. Pupils will remember a sequence of actions.

Impact

Pupils will have developed their knowledge of signing. Pupils will have performed at least one sign or action alongside a song. Pupils will have recalled signs/actions in the order they appear in a song.

Science Term 6

Intent

Pupils will develop early science skills by exploring plants through hands-on experiences, focusing on growing a beanstalk. They will begin to identify and classify simple features of plants and notice how they change as they grow.

Implementation

Pupils will take part in practical, sensory-based activities such as planting beans, watering, and observing growth over time. Adults will model key vocabulary and support pupils to explore real plants, pictures, and growing bean plants. Pupils will observe changes, sort and match plants or parts of plants, and take part in simple investigations through play and routine care of plants.

Impact

Pupils will have begun to recognise that plants grow and change over time. They will have identified basic parts of plants (e.g. leaf, stem) and begun to group or match plants based on simple features. Pupils will have engaged in planting and caring for a beanstalk and shown an early understanding of growth and living things through observation and interaction.