

English

Intent:

Term 5: Pupils will develop their understanding of application forms and how to complete them accurately. They will explore the poem "You Can't Put Mustard in the Custard", developing their understanding of rhyme and rhythm through reading and performance.

Term 6: Pupils will explore narrative writing through the true story of David Attenborough, using it to develop their story writing skills and their understanding of autobiographies as real-life accounts of a person's experiences.

Implementation:

Term 5: Pupils will follow either a sensory story approach or the Talk for Writing approach. Those in the sensory story group will spend the term exploring and learning the poem "You Can't Put Mustard in the Custard" through hands-on activities, focusing on recall and sequencing. Pupils will then perform the poem alongside the rest of the class. Pupils following the Talk for Writing approach will explore the layout of application forms and how they are structured. They will develop their understanding of how to complete applications, focusing on their own skills, using word banks to support them in identifying and writing key information.

In the final two weeks of term, all pupils will come together to learn and perform the same poem as a whole class.

Term 6: Pupils will continue to follow either a sensory story approach or the Talk for Writing approach to learn the true story of David Attenborough. Through a series of structured activities, pupils will recall key life events, retell parts or the whole story, and sequence events in order.

Pupils will also develop their understanding of autobiographical writing, recognising that it is written in the first person, focuses on real life events, and is organised in a chronological (time order) structure.

Over both terms, pupils will continue to develop their mark-making and writing skills, with a focus on correct lower-case letter formation, appropriate spacing between words, and the use of the personal pronoun "I" in their writing.

Impact:

Term 5: Pupils will have developed their understanding of how to complete an application form and will have identified their own personal skills. They will have learned and performed a poem to a small audience, broadening their understanding of rhyme and rhythm.

Term 6: Pupils will have recalled and sequenced key information about the life events of David Attenborough and developed an understanding of what an autobiography is. They will have strengthened their understanding of using the personal pronoun "I" within their own writing.

DT- Term 5

Intent:

Pupils will develop their understanding of simple mechanisms.

Implementation:

Pupils will take part in a series of hands-on lessons, following simple step-by-step instructions to explore how a slider mechanism works and to create a moving picture. They will practise key skills such as cutting, assembling, and joining materials, with support and visual guidance where needed. Pupils will then apply their understanding to design and make their own moving picture, selecting materials and creating a simple design that includes a working slider.

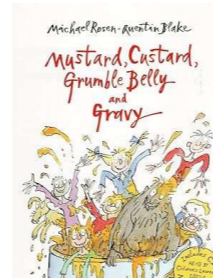
Impact:

Pupils will understand how a slider mechanism works and will have designed and made their own moving pictures linked to their personal interests to represent themselves.

Pine Class Terms 5 and 6 Out and About

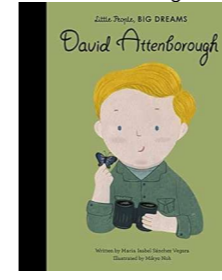
Term 5 we will be reading

You Can't Put Mustard in the Custard



Term 6 we will be reading

Little People, Big Dreams: David Attenborough



Computing – Term 6

Intent:

Pupils will develop their photography skills and learn how to take and edit photos using a range of devices.

Implementation:

Pupils will learn how to take photographs using a variety of devices, including iPads, digital cameras, and Polaroid cameras, and will have opportunities to compare them. Pupils will work in small groups and rotate between devices each week, allowing them to explore different equipment and learn how to use key features on each one.

In the final two lessons, pupils will choose a photograph they would like to edit and follow step-by-step instructions and adult modelling to edit their image, for example changing it to black and white.

Impact:

Pupils will have explored a variety of devices and developed their knowledge of how to use them. They will have compared how photographs look when taken on different devices and learned basic editing techniques to change the appearance of a chosen image.

Our Skills Builder focus for

Term 5:



Term 6:



Maths

Intent:

Pupils will further develop their knowledge and understanding of time, multiplication and division, fractions and decimals and money. Pupils will explore and experience mathematical problem solving within number and measurement headings. Pupils will have the opportunity to demonstrate these skills within a real-life context.

Implementation:

Term 5: Pupils will learn to tell the time to the hour, half past, quarter to and quarter past and to 5-minute intervals. They will begin to learn to read both analogue and digital clocks, write the time and begin to read timetables.

Pupils will be taught how to multiply and divide by 2, 5 and 10 and make equal groups through sharing and grouping. Pupils will learn how to use a calculator to check their answers.

Term 6: Money – Pupils will have the opportunities to add, subtract and multiply and make amounts of money using real coins and notes. They will explore budgeting and calculating the correct change needed. Some pupils will use a calculator to check their answers.

Pupils will be taught how to make equal parts, recognise a half/quarter, find a half/quarter and find equivalent fractions to half/quarter. Some pupils will also be taught to add and subtract decimals relating the calculations to money and real-life contexts. Pupils will deepen their understanding of the part – part – whole model.

Pupils will have the opportunities to use the skills they have learnt and apply systematic thinking to deepen their understanding of a concept through problem solving

Impact:

Pupils will have developed their number, time and money skills and transferred these skills to real life contexts.

Personal, Social and Independence – Term 5 & 6

Intent:

Term 5: Pupils will play motivating and engaging group games to learn the essential skills of cooperation.

Term 6: Pupils will develop their conversation skills with peers and adults.

Implementation:

Term 5: Pupils will gain the ability of cooperation and experience positive interactions with others by playing a variety of group games to develop the level of cooperation in school, contributing to better relationships and more effective learning.

Term 6: Pupils will use a range of communication methods suited to their individual needs, including iPads, aided language boards, and prompt cards, to support them in holding short conversations. Over the term, they will take part in a variety of structured, interest-based activities designed to promote engagement and develop communication and social skills.

Impact:

Term 5: Pupils will have learned how to work in partnerships with others and developed friendships through turn taking activities.

Term 6: Pupils will have developed their conversation skills and will have made short exchanges with both peers and adults. They will have used a range of communication methods appropriate to their needs to support interaction and engagement in structured activities.

Geography –Term 5

Intent:

Pupils will develop their geographical skills and fieldwork through scavenger hunts and orienteering.

Implementation:

Pupils will explore and overserve the school grounds through maps, aerial and satellite photographs. Pupils will be provided with hands on experiences where they will use their navigational skills to take part in scavenger hunts. Some pupils will take part in competitive orienteering and need to use compasses as well as their navigational skills.

Impact:

Pupils will have developed their navigational skills and be able to read a simple map with or without support. Some pupils will have used a compass to inform what direction to move in.

Art - Term 6

Intent

Pupils will develop their understanding of mixed media and create artwork inspired by the work of Andy Goldsworthy, exploring the use of natural materials.

Implementation:

Pupils will explore the use of natural materials to create nature-inspired artwork. Each week, pupils will take part in a nature walk around the school to collect items such as leaves, sticks, and flowers. They will use their findings to create pictures inspired by nature, supported by visual prompts. Pupils will also have access to a range of additional materials, including tissue paper, card, and pipe cleaners, to enhance their mixed media creations. Some pupils will be provided with picture outlines to support their work, adapted to individual ability levels. At the end of each lesson, pupils will share and showcase their artwork with the class.

Impact:

Pupils will have developed their understanding of mixed media. They will have explored, selected, and combined different materials to produce nature-inspired artwork and will have shared and discussed their work with peers.

Science -Term 5

Intent:

Pupils will develop their knowledge of the Solar System.

Implementation:

Each week, pupils will explore a different planet through short visual clips, sensory trays representing each planet, and hands-on activities to create a 3D model. Throughout the term, pupils will build on their understanding, and at the end, they will create a 3D Solar System using the models they have made. Some pupils will also take part in extension research tasks, finding and recording key information about each planet using books and online searches.

Impact:

Pupils will have developed their understanding of the Solar System, being able to name the planets and recall key features. They will have created 3D models to represent their learning and, for some pupils, will have developed their research skills. They will be able to make simple comparisons between Earth and other planets.

History - Term 6

Intent:

Pupils will learn who King Alfred was and develop an understanding of what life was like in Anglo-Saxon times.

Implementation:

Pupils will explore a concrete, visual timeline to develop their understanding of the concept of 'long ago' and where King Alfred fits within history. They will handle a range of sensory materials to experience aspects of life in Anglo-Saxon times, such as fabrics, tools, and everyday objects. Pupils will compare the clothing of King Alfred with modern-day outfits, identifying similarities and differences through discussion and visual prompts. They will also use manipulatives and role-play to represent the power and role of a medieval king, helping them to understand leadership and authority in Anglo-Saxon society.

Impact:

Pupils will have developed their knowledge and understanding of a significant historical figure, recalling simple facts about the life of King Alfred. They will show an understanding of the concept of 'long ago', recognise differences between past and present, and begin to describe aspects of life in Anglo-Saxon times.

R.E. - Term 5 and 6

Intent:

Pupils will develop their ability to reflect on their own experiences and emotions.

Implementation:

Pupils will explore experiences and emotions through structured discussions, role play, and real-life scenarios linked to familiar community settings. They will use visual supports, emotion cards, and social stories to help identify and understand a range of feelings in themselves and others. Pupils will take part in group activities to discuss different situations and consider appropriate responses and choices.

Impact:

Pupils will have identified feelings in themselves and others using visual supports and demonstrated an improved ability to consider appropriate responses and make positive choices. They will have taken part in discussions and role play and begun to transfer these skills to real-life scenarios.

Music -Term 5

Intent:

Pupils will explore how music helps tell a story in musicals, focusing on songs from *The Lion King* and *Wizard of Oz* and *Wicked*.

Implementation:

Pupils will be taught through practical, engaging lessons that involve listening to music, group discussion, using instruments, and performing with instruments or their voice. Pupils will watch clips from *The Lion King*, *The Wizard of Oz* and *Wicked*, take part in simple performances, and have the opportunity to try conducting. They will also have the chance to respond creatively to music through singing, movement, drawing, and teamwork. Pupils will learn the lyrics to a song and perform it as an ensemble.

Impact:

Pupils will have developed their understanding of how music can convey emotion and meaning within a story. They will have discussed how different pieces of music make them feel and participated in a range of musical activities. Pupils will be able to recognise that music can affect individuals differently and they will have enjoyed expressing their own responses.

Cooking -Term 6

Intent:

Pupils will further develop their cooking skills through preparing a simple three-course meal. They will build understanding of healthy eating, balanced meals and food groups.

Implementation:

Pupils will be introduced to the three-course menu: Starter – Bruschetta, Main – Pizza Wrap, Dessert – Fruit Salad. Pupils will develop their food preparation techniques including safe knife skills, spreading, chopping and grating, as well as hygiene routines (hand washing and cleaning the workspace).

Impact

Pupils will have successfully prepared a three-course meal following step-by-step recipes, showing increased confidence and independence in cooking, working independently or in small groups to prepare ingredients, follow recipes, cook and assemble dishes. Over a sequence of lessons, pupils will have developed their teamwork, communication and problem-solving skills.

P.E. - Term 5 and 6

Intent:

Term 5: Pupils will learn to enjoy the water while developing confidence, safety awareness, and essential swimming skills.

Term 6: Pupils will develop their ball and racquet skills while learning the basic techniques and rules of tennis.

Implementation:

Term 5: Pupils will learn through structured, repetitive routines with visual supports and adapted activities that build trust, independence, and movement in water. Pupils will each develop their swimming skills at a level appropriate to each individual.

Term 6: Pupils will develop their ball and racquet skills while learning the basic techniques and rules of tennis, supported by a tennis coach. Lessons will begin with simple ball skills, such as rolling, throwing, and catching, using racquets and balls adapted to each pupil's needs. Over a series of sessions, pupils will practise key tennis skills, including hitting, bouncing, and striking the ball, with guidance and demonstrations from the coach. They will participate in partner and small-group activities and be introduced to the basic rules of tennis through guided games. Pupils will alternate between swimming lessons and PE sessions, led by a sports coach.

Impact:
Term 5: Pupils will have developed their water confidence, physical skills, and self-regulation, transferring these abilities into improved wellbeing and everyday life experiences. They will also have strengthened their independence through self-help tasks, such as dressing themselves.

Term 6: Pupils will have demonstrated increased confidence and control when using a ball and racquet. They will have developed their understanding of tennis as a sport, learned the basic rules, and applied their skills by taking part in short, structured games.

PSHE/RSE - Term 5 & 6

Intent:

Term 5: Pupils will develop their understanding of road safety and build awareness of potential dangers in different environments.

Term 6: Pupils will develop their understanding of private and public spaces, including the appropriate behaviours expected in each.

Implementation:

Term 5: Pupils will explore road safety through practical, visual, and hands-on activities. They will take part in role-play scenarios to practise safe behaviours such as crossing the road, recognising traffic signals, and identifying potential dangers in different environments. Pupils will also engage in short walks within the school environment/community to apply their understanding in real-life contexts.

Term 6: Pupils will explore the difference between private and public spaces through structured discussions, visuals and sorting activities. They will identify familiar places (e.g. home, school, shops) and discuss the appropriate behaviours for each. Visual supports, social stories, and repetition will be used to reinforce understanding. Pupils will practise recognising appropriate and inappropriate behaviours.

Impact:

Term 5: Pupils will have developed their understanding of basic road safety rules and will have practised crossing roads safely. They will be able to identify potential dangers in different environments.

Term 6: Pupils will be able to identify the private and public spaces and describe the appropriate behaviours expected in each. They will be able to distinguish between appropriate and inappropriate behaviours and begin to apply this understanding in everyday situations.