

# Willow Class

## Terms 5 and 6

### Out and About

#### English

##### Intent:

Pupils will develop their ability to recall elements and characters from a story. Pupils will begin to broaden their knowledge and understanding of verbs from the sensory story.

In our handwriting lessons, pupils will develop their ability to control a writing tool to make purposeful marks, working on drawing independent lines

##### Implementation:

In term 5, pupils will learn about a narrative story Handa's Surprise by Eileen Brown. In term 2, pupils will learn a different book based around the theme of 'Out and About'. These sensory stories will allow opportunities for pupils to engage with props, actions, sounds and more to enrich their experience. Pupils will have worked on linked activities such as finding characters, matching props, engaging in tasks linked to the props, work linked to verbs, matching, sequencing and answering questions about the story to develop their understanding of key components of the story. In our handwriting lessons, pupils will develop their ability to make vertical and horizontal lines and some circular shapes.

##### Impact:

Pupils will have a deeper understanding of the sensory stories and will have shown greater focus and responded effectively to the story through touch, looking and performing the actions. Pupils will have shown knowledge of the story by recalling elements of the story through showing their understanding through activities, such as matching props and learning vocabulary. They will be able to answer basic comprehension questions when given options to choose from with support. In our handwriting lessons, pupils will have progressed from random marks to purposeful marks with increasing control.

#### PSHE/RSE

##### Staying Safe and school trips

##### Intent:

**Term 5:** Pupils will develop their understanding of road safety and build awareness of potential dangers in different environments and apply this to 'Out and About' trips

**Term 6:** Pupils will develop their understanding of who helps them within their community.

##### 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 and then go on trips within the local community to apply their understanding in real-life contexts.

**Term 6:** Pupils will explore their school and home community and the adults and people that help them and develop their ability to ask for help. This will be done through visuals and sorting activities.

##### 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 listen and react to potential dangers in different environments.

**Term 6:** Pupils will have been able to identify who they can ask for help from within their school community.

#### Attention Autism

##### Intent

To develop pupils' ability to focus, sustain attention, and shift attention through highly motivating, structured group sessions.

##### Implementation

Pupils take part in Attention Autism activities at Stages 1-3: the 'Bucket' to capture attention, engaging group activities to sustain focus, and simple turn-taking games to encourage interaction. Sessions are delivered with consistency, enthusiasm, and clear routines. The sessions will cover elements of content for maths, history, geography and science.

##### Impact

Pupils will have increased their attention span, shown greater anticipation and engagement, and demonstrated sharing enjoyment and focus with peers and adults, providing a foundation for communication and learning.

#### Our Skills Builder focus for

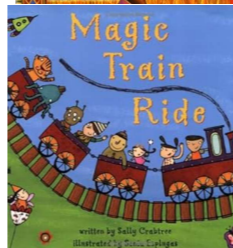
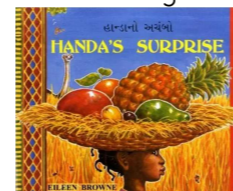
##### Term 5:



##### Term 6:



#### This term we will be reading



#### Pre Maths

##### Intent:

Pupils will handle every day, motivating objects and shapes and extend their ability to match, sort and group items by recognising similarities such as colour, size and type. They will develop their number sense through counting, recognising number formations, and building one-to-one correspondence skills.

##### Implementation:

Pupils will engage in practical activities that explore "same" and "different" through matching, sorting and grouping tasks using motivating everyday objects, shapes and pictorial representations (e.g. toys, natural materials, classroom resources). They will investigate similarities and differences while practising counting within groups, applying one-to-one correspondence and developing an understanding that quantity remains the same even when objects are rearranged.

##### Impact:

Pupils have shown their ability to match and sort objects or pictures based on similarities such as colour, size and type, and participate in counting activities with increasing confidence. They will demonstrate one-to-one correspondence when counting objects up to 10 or 20 for some and apply these skills in real-life contexts, including through stories and simple problem-solving questions. They will have engaged in intentional exploration with different shapes and objects.

#### Personal, Social and Independence

##### Social:

##### Intent:

Pupils will develop essential social skills like turn-taking, sharing, and cooperative play through engaging, sensory-based activities.

##### Implementation:

Pupils will participate in structured group activities such as interactive games, sensory play, and musical turn-taking with their class peers. With consistent routines, visual cues, and positive reinforcement, pupils will be guided to practice and develop these social skills in a supportive environment.

##### Impact:

Pupils will have become more confident in interacting with others, showing improved ability to be patient, take turns, share, and engage in group activities.

#### Personal, Social and Independence (PSI) - Independence

**Intent:** Pupils will develop personal independence and self-organisation skills by preparing for going outside of the classroom and for school trips to follow a visual and verbal checklist to packing and unpacking their bags.

**Implementation:** Pupils will take part in a variety of activities to support them in developing independence for self-dressing and undressing for scenarios such as swimming PE, going out to play at break and lunch in different weather situations as well as their return to school uniform and hanging up their coats and bags. This will also be for preparing for class trips off the school site. They will continue to work on unpacking their bag and be stretched to work on packing their bags at the end of the day. Pupils will develop their recognition of pictures of their face as visual support, which will be placed on their items where appropriate. They will follow verbal instructions and be supported with visual checklists to use with support. Pupils will also work on getting prepared for snack time by collecting their snack.

**Impact:** Pupils will have extended their increased independence when dressing and undressing, managing their clothing and packing their bags and items. Pupils will have used these skills when going on school trips to ensure they have what they need.

## Geography

### Geographical Skills and Fieldwork

#### Intent:

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

#### Implementation:

Pupils will explore and observe the classroom and familiar school grounds through photographs and visits. Pupils will be provided with hands on experiences where they will use their navigational skills to take part in scavenger hunts and locate places around the school with increasing independence. They will be developing their understanding of basic directions, such as left, right, up, down, behind and in front.

#### Impact:

Pupils will have developed their navigational skills and be able to find and go to places with or without support. They will have followed basic direction instructions and have a wider vocabulary of directions.

## 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.

## R.E.

Reflecting on experiences and emotions within the community & Making informed decisions

#### Intent:

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

#### Implementation:

Pupils will explore experiences and emotions through sensory stories, 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 explored experiences and emotions through sensory stories, role play, and real-life scenarios linked to familiar community settings. They will have use visual supports, emotion cards, and social stories to help identify and understand a range of feelings in themselves and others.

## Music

Performing – Plays & Musicals

#### Intent:

Pupils will explore how music helps tell a story in musicals, focusing on songs from *The Lion King*. They will learn how music can express emotions, create atmosphere, and enhance storytelling.

#### Implementation:

Pupils will be taught through practical, engaging lessons that involve listening to music, performing using instruments or their voice including Makaton signing. Pupils will watch clips from *The Lion King*, take part in simple performances. They will also have the chance to respond creatively to music through singing, movement, drawing, and dancing. Pupils will get to learn the lyrics to a song and perform it as an ensemble.

#### Impact:

Pupils will have understood how music can convey emotion and meaning within a story. They have chosen how music makes them feel, They will have joined in with listening and performing along to a song through playing an instrument, dancing along, learning the words or the signs for the song.

## 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.

### Athletics

#### Intent:

Pupils will. Pupils will then develop their object control, running, throwing and jumping skills through taking part in different field and track activities in preparation for Sports Day.

#### Implementation

Pupils will engage in and learn about different field and track sports including sprinting, running and hurdles. They will practise running different length races including starting and finishing. They will practise their object control skills, including throwing, such as throwing bean bags and balls using under arm and over arm. They will work on their sports day activity events and develop their listening skills.

#### Impact

Pupils will gained upper arm strength and mobility to throw objects at increasing distances, and they will have a deeper understanding of how to perform the activity events to be able to carry them out on Sports Day with more independence.

## 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 sensory story, introducing and developing 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.

#### Impact:

Pupils will have learnt about a new historical figure linked to their local community and engaged in listening, looking and holding the sensory story props. They will be able to answer basic comprehension questions about the characters or props