Apple and Pear Classes
Terms 1 & 2
Under the Sea

English - Terms 1 & 2

Intent:

Term 1: Pupils will develop their attention and listening skills through a sensory story 'Commotion in the Ocean' and will develop their fine motor skills, mark making and handwriting through Ocean themed activities. At the end of term pupils will develop an awareness of instructions both giving and receiving them.

Term 2: Pupils will experience a sensory story, 'That's not my Penguin' and participate in the retelling of it as their Christmas performance.

Across both terms pupils will be exposed to sensory phonics.

Implementation

Term 1: Pupils will be supported to attend to a sensory story of Commotion in the Ocean handling themed sensory resources and participating in actions linked to the story. Pupils will also explore following and giving instructions through simple movement and action games.

Term 2: Pupils will attend to the story That's not my Penguin through repetitive hands-on activities to help them internalise it. They will then explore the story as a play script, with each pupil taking on different roles. Pupils will explore costumes and props linked to the story as well as develop their ability to communicate different lines from the story.

Across both terms, pupils will also develop their fine motor skills and mark making by handling different mark making tools and resources on different scales developing curiosity and exploration.

Impact: Pupils will have listened to and taken part in two different sensory stories. Pupils will have engaged in role play and retellings of the stories. Pupils will have taken part in a performance of the story That's not my Penguin. Pupils will have improved their exploration of mark making tools and will have demonstrated confidence making marks with increased control. Pupils will have followed simple action-based instructions and will have given simple instructions to familiar adults. Pupils will have begun to recognise some phonics letters and sounds through sensory exploration.

PSHE/RSE- Term 1: All about me

Interoception sessions to be delivered alongside to support pupils understanding of their bodies, and in turn link these feelings, emotional and physical indicators.

Intent:

Pupils will develop a positive sense of identity and recognise that they are valued and unique. Pupils learn to identify emotions, notice body signals and communicate their feelings, choices and needs.

Implementation:

Pupils will explore identity, emotions and body signals through stories, photographs, mirrors, sensory activities, circle time, interoception sessions and real-life experiences. Pupils will participate in a variety of personalised, practical and multi-sensory activities. Pupils will also be supported to make requests and express themselves using ALBs, signing, objects, speech and AAC.

Impact:

Pupils will have developed greater self-awareness, confidence and emotional understanding. They will be able to recognise body signals, express feelings, make choices and ask for help or use strategies to meet their needs.

PSHE/RSE- Term 2: Together we thrive

Interoception sessions to be delivered alongside to support pupils understanding of their bodies, and in turn link these feelings, emotional and physical indicators.

Intent:

Pupils will build positive relationships and understand kindness, friendship and personal boundaries. Pupils will learn to recognise unsafe or unkind behaviour and know how to seek help.

Implementation:

Pupils practise turn-taking, listening, asking permission and respecting personal space through shared play, stories, role-play, Anti-Bullying Week and everyday interactions. Pupils will be supported to make requests and express themselves using ALBs, signing, objects, speech and AAC.

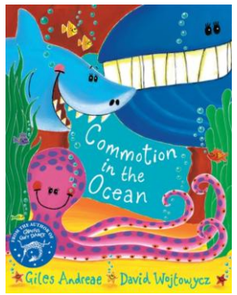
Impact:

Pupils will have developed safer and more positive relationships, they will have expanded their ability to communicate boundaries, show kindness, resolve disagreements, recognise bullying or unsafe behaviour and be able to ask a trusted adult for help.

Book focus

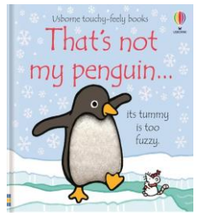
Term 1:

Commotion in the Ocean



Term 2:

That's not my penguin



Maths – Terms 1 & 2

Intent

In terms 1 and 2 pupils will explore core concepts within number and shape.

Implementation

Pupils will engage in pre-maths activities, along with number songs and activities to develop their understanding of number and their value within 0-10 or beyond. Pupils will handle, observe and learn the names of different 2D and 3D shapes. Pupils will have the opportunity to handle and explore concrete objects and manipulatives to support their understanding of number and shape.

Impact

Pupils will have observed sorting activities or independently sorted objects by colour, quantity or size. Pupils will have observed number ordering to 10. Pupils will have participated in number song activities demonstrating awareness of objects to 5. Pupils will have handled different 2D and 3D shapes and will know the names of and some properties of 2D shapes.

PE- Term 2

Intent:

Pupils will explore and develop different ways of travelling, including walking, running, jumping, hopping, skipping, crawling and climbing. Pupils will develop their understanding of direction, space and rhythm, while building confidence, coordination and awareness of others.

Implementation:

Pupils will explore locomotor skills through structured, engaging and repetitive activities, including traffic-light games, hoops, low obstacles, climbing equipment and adapted skipping activities. Pupils will have opportunities to copy movements, follow directions, travel along pathways, change direction and independently choose different ways to move.

Impact:

Pupils will have developed greater confidence, control and independence when travelling through space. They will demonstrate progress in running and stopping safely, jumping with control, hopping, skipping, climbing and changing direction while maintaining balance. Pupils will have developed their understanding of key movement vocabulary and will increasingly select and use different ways of travelling purposefully, with improved coordination, spatial awareness and awareness of others.

RE – Term 1

Intent

Pupils will develop their identity and belonging to become familiar with adults and peers in their class. Pupils will explore their new classroom environment to understand what resources are available to support them throughout the day.

Implementation

Pupils will learn the names and pictures of familiar adults and peers when taking part in circle time and play activities. Pupils will develop social and interaction skills to tolerate and share spaces/toys with familiar adults and peers. Pupils will also learn how to look after classroom resources by tidying away and following instructions when transitioning between activities.

Impact

Pupils will have developed their knowledge of the familiar adults and peers within their class. They will be able to demonstrate tolerance and sharing to play with or alongside peers and adults. Pupils will know or begin to show an awareness of the names of adults and peers in the class and how to look after shared spaces and different resources within the classroom.

RE – Term 2

Intent

Pupils will learn about the Nativity Story and take part in activities related to the celebration of Christmas in the UK.

Implementation

Pupils will attend to and participate in a sensory Nativity Story to develop their understanding of the meaning behind Christmas. Pupils will explore common features of Christmas celebrations through art activities, making cards, handling artifacts and listening to music.

Impact

Pupils will have developed an understanding of the key features of a Christmas celebration and have gained a deeper understanding the meaning behind it, through references to the Nativity Story. Pupils will have taken part in a whole class Christmas celebration to consolidate learning across the term.

PSI – Term 1

Intent
Pupils will develop early communication skills to interact with their peers and familiar adults.
Implementation
Pupils will participate in circle time games and cooperative play with their peers, facilitated by adults to develop early communication skills such as eye contact, listening, expressing choices through gesture, pointing to pictures/symbols and learning to recognise their peers.
Impact
Pupils will have learnt to recognise their peers and familiar adults in person and recognise them in pictures. Pupils will have learnt to play alongside and with their peers in simple sharing and cooperative play games when supported by an adult.

PSI – Term 2

Intent
Pupils will learn to wash their hands with independence.
Implementation
Pupils will participate in a range of activities to encourage hand washing using soap and following a routine with increasing levels of independence. Pupils will experience getting their hands dirty then cleaning them up.
Impact
Pupils will have demonstrated that they can use soap, that they understand how to turn on the taps and rub their hands together to clean them. Pupils will have completed the steps in the hand-washing sequence with greater independence.

Communication – Term 1 and 2

Intent
Pupils will spend targeted time and sessions working on their individual communication skills.
Implementation
Pupils will work in small groups or 1:1 with an adult to develop their preferred method of communication. Pupils will have the use of Aided Language Boards, signing, symbols, AAC, May I Join You? and intensive interaction modelled to them in a total communication approach through small world play, messy play, outdoor games and small group turn taking. Pupils will play alongside or with their peers as well as familiar adults to encourage communication in a wide range of activities, contexts and interactions.
Impact
Pupils will have demonstrated a preference for a particular type of communication. Pupils will have communicated a want or need in an interaction with an adult or peer in at least one interaction or a range of interactions. Pupils will have begun to initiate interactions with a range of staff in different contexts.

Science – Term 2

Intent: Pupils will develop an understanding of life Under the Sea. Pupils will use their sense to learn about habitats found in the Ocean and explore which animals live there.
Implementation: Pupils will have hands on sensory experiences exploring ocean themed tough trays, they will observe images and videos of life under the sea exploring different habitats found there. Pupils will also create art inspired by under the sea habitats. Pupils will also learn the names of some key animals and creature found living in the ocean.
Impact: Pupils will have handled resources linked to oceans such as shells, sand, water. Pupils will have created pieces of art representing different habitats and sea creatures, Pupils will have labelled different sea creatures.

Our Skills Builder focus for Term 1:

Communication



Term 2:

Creative Problem Solving



Art – Term 1

Intent
Pupils will develop their fine motor and drawing skills through the use and exploration of different drawing media.
Implementation
Pupils will take part in a range of under the sea art activities using a range of colourful and tactile media and materials including; chalk, pens, crayons and paint they will also use different techniques including stamps and stencils. Pupils will create a textured sea scape as well as animal specific drawings. Pupils will explore lines, shapes, colour, and pattern while creating artwork inspired by the sea.
Impact
Pupils will have gained confidence using different drawing tools and techniques. Pupils will have created their own under the sea inspired drawings, with increased control, creativity and independence. Pupils will have developed their hand eye coordination skills alongside expressing their preferences.

Art – Term 2

Intent
Pupils will develop their knowledge of colours and how we can mix paints to create new colours. Pupils will also develop their painting techniques experimenting with a variety of tools.
Implementation:
Pupils will create ocean inspired paintings where they will experiment with mixing primary colours to create secondary colours as well as learning how to lighten or darken a colour. Pupils will also explore different tools to transfer paint onto their paper creating different textures using brushes, sponges, rollers, stamps and handmade paintbrushes using materials found around school.
Impact:
Pupils will have mixed different colours by combining primary colours. Pupils will have created ocean inspired painting mixing their own colours. Pupils will have made choices about which colours to combine. Pupils will have used a variety of tools and created different marks within their paintings.

Geography – Term 1

Intent: Pupils will develop an awareness of the Earth through exploration of maps, contrasting land and sea.

Implementation: Pupils will be exposed to aerial images of the Earth and simple maps and globes with their attention being drawn to land and sea and how they are represented on a map. Pupils will explore sea-themed sensory trays and environments as well as create their own sensory maps representing land and sea. Pupils will label different features of their maps with increasing levels of detail.

Impact: Pupils will have developed an awareness of the Earth and what it looks like from space. Pupils will have created sensory representations of land and sea. Pupils will have labelled simple features of a map with support or independently.

Music – Term 1

Intent
Pupils will develop early music and movement skills by exploring familiar songs, sounds and actions linked to the Under the Sea theme. They will develop listening, attention and communication skills.
Implementation
Pupils will take part in sensory and play-based activities using familiar songs such as Baby Shark and A Sailor Went to Sea. Adults will model simple movements and use visual supports such as GO, STOP, FAST and SLOW. Pupils will explore sea animal movements using scarves, ribbons and musical instruments.
Impact
Pupils will have responded to familiar songs and sounds and begun to recognise when music starts and stops. They will have followed simple stop and go instructions and joined in with shared musical activities using movement, sounds or their preferred method of communication.