## English

**Intent**

Pupils will develop their punctuation and sentence-writing skills through learning a sensory adaptation of Harry and the Bucketful of Dinosaurs. Pupils will listen to, explore and retell a new story using sensory experiences and visual supports. They will develop their understanding of how sentences are constructed and how punctuation is used to convey meaning. In term 2 pupils will create alternative adjectives and endings for the story, developing their vocabulary, imagination and confidence as writers.

**Implementation**

Pupils will explore how sentences end using a full stop or exclamation mark and will practise identifying and using these in their own writing. Pupils will learn the story Lollipop and Grandpa's Dinosaur Hunt in Term 2 using the Talk for Writing structure, supported by sensory activities, visuals, repetition and actions. They will develop their understanding of adjectives by identifying, choosing and using words to describe characters, settings and dinosaurs. Pupils will work individually or in small groups to adapt parts of the story and create an alternative ending, with appropriate levels of adult support and scaffolding. Reading and comprehension skills will be developed daily through shared reading, questioning and discussion. Pupils will continue to develop their phonics and decoding skills through a consistent Read Write Inc. focus.

**Impact**

Pupils will have increased their understanding that sentences require appropriate punctuation and will have independently used full stops and exclamation marks in their writing. Pupils will have retold and adapted a familiar story and developed their ability to use adjectives to add detail to their writing. Pupils will have demonstrated increased confidence in generating ideas, sequencing events and creating alternative endings. Pupils will have made progress in their reading, phonics and comprehension skills and will be able to communicate their ideas through spoken and written language.

## Our Skills Builder focus for

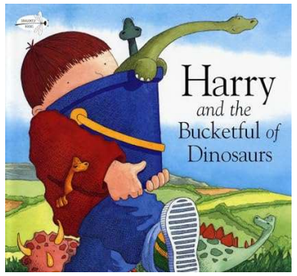
**Term 1:**




**Term 2:**




This term we will be reading




## Maths

Term 1: Number (Place Value) and Number (Addition & Subtraction)
Term 2: Number (Addition & Subtraction) Measure (Money), Measure (Mass, Capacity & Temperature)

**Intent**

In term 1 pupils will develop their understanding of place value in numbers up to 100 including reading and writing the numerals in numbers and words. In term 2 pupils will continue to extend the range of strategies they use to add and subtract. Pupils will recognise and count with money before performing calculations. Pupils will explore measuring mass, capacity, and temperature.

**Implementation**

Pupils will explore numbers and develop their number sense in a variety of activities. They will have opportunities to handle and explore a range of concrete objects and manipulatives to support their understanding of number and compare numbers. They will extend and use their knowledge of number bonds to 5 or 10 and take part in motivating addition and subtraction activities. Next, they will work on coin recognition and values to use in role play situations. Mass, capacity and temperature will be explored in practical activities.

**Impact**

Pupils will have increased confidence in recognising numbers and the properties of numbers. Pupils will be able to complete appropriate addition and subtraction activities using a range of methods such a jumping along a number line, using related number facts, or counting on/back in their head. They will have increased confidence to recognise, count and solve calculations with money. Pupils will have developed confidence in understanding and carrying out the measuring of mass, capacity, and temperature.

## PSHE/RSE

All about me

**Intent**

Pupils will learn to recognise, understand and manage their feelings in a safe and supportive environment.

**Implementation**

Pupils will take part in a range of activities based on The Colour Monster book and around interoception. They will be introduced to the different emotions and be given opportunities to recognise how and why they might feel a certain way and how their body reacts to these feelings.

**Impact**

Pupils will have learnt about different emotions and how they can affect their bodies. Pupils will have a growing understanding of how these emotions feel and will have developed strategies to help support them.

Together We Thrive

**Intent**

Pupils will develop a positive understanding of families and relationships by recognising that every family is unique, that they care for each other and help each other.

**Implementation**

Pupils will take part in a range of activities around families; including taking part in a sensory story, creating a frame for a photo of their family and looking at how they can help their family at home.

**Impact**

Pupils will have recognised members of their own family, described ways families care for one another, and will have begun to understand how they can contribute positively within their own family.

## Computing – Control: Real World ICT

**Intent**

Pupils will develop an understanding of simple programming, algorithms and digital media. They will learn how technology can be programmed to follow instructions and used to create and record digital content.

**Implementation**

Pupils will learn what an algorithm is and the importance of instructions being in the correct sequence. They will programme Beebots to move around grid maps and follow simple routes. Pupils will also learn how to use an iPad to take photographs and record videos. They will work in pairs or small groups to create a short fossil-finding documentary using role play.

**Impact**

Pupils will understand what an algorithm is and will be able to programme a Beebot using simple instructions. Pupils will develop confidence using an iPad to record and play back short videos and will begin to use technology safely and appropriately.

## Personal/Social/Independence
## Term 1 and 2

**Intent**.

Pupils will learn how to play games with new classmates, take turns, and express their opinions about the game. They will also develop their communication skills through practising giving positive comments to friends.

**Implementation**

Pupils will begin to build their teamwork skills by playing a range of structured games, such as parachute games, board games, or interactive whiteboard games using switches. They will use choice boards to select which game they'd like to play and take part alongside their peers. Pupils will also explore different ways to give positive feedback to each other, using speech, symbols, aided language boards, or communication devices, either independently or with adult support.

**Impact**

Pupils will have built resilience and show an understanding that we sometimes win and sometimes lose. They will have developed their communication and teamwork skills and played games with others, celebrating and encouraging each other.

## Geography

Geographical Skills and Fieldwork/Enquiry. Locational & Place Knowledge

**Intent**

Pupils will learn about significant periods of the past, specifically the Jurassic Period, and develop an understanding of how life has changed over millions of years.

**Implementation**

Pupils will participate in practical activities, including handling and investigating fossils, creating a Jurassic environment and making a model volcano. Pupils will develop their understanding of then and now by identifying similarities and differences between life during the Jurassic Period and life today.

**Impact**

Pupils will have developed their knowledge of the key features of the Jurassic period and how dinosaurs lived through exploring and sensory learning.

## Art & Design Technology

Drawing & Painting

**Intent**

In term 1, pupils will explore a range of drawing, painting, printing, mark-making and mixed-media techniques inspired by the natural world, fossils, dinosaurs and prehistoric landscapes. In term 2, within their D&T lessons, pupils will explore and create slider and lever mechanisms.

**Implementation**

In term 1, pupils will explore practical, sensory and creative art experiences linked to Jurassic Period items. Pupils will create Jurassic inspired scenes by experimenting with a variety of tools and materials, including charcoal, chalk, paint, paint sticks, natural materials, sponges, brushes and printing resources. In Term 2, pupils will pupils will gain understanding of slider and lever mechanisms and consider their uses. Throughout a series of lessons, pupils will be encouraged to use newly learnt technical terms and skills to design and make work with growing independence.

**Impact**

In term 1, pupils will have developed greater confidence in exploring, selecting and using a range of artistic materials, tools and techniques. They will increasingly demonstrate an understanding that they can control their marks through pressure, speed movement and what body part is being used. Pupils will have become more confident in making choices about colour, texture, tools and materials and will begin to use these choices to communicate their own ideas and responses to the Jurassic theme. In term 2, pupils will have explored slider and lever mechanisms and have designed, made, and evaluated their own

## Science

Planning & Recording

**Intent**

Pupils will explore and group different types of rocks and learn about fossils.

**Implementation**

Pupils will investigate dinosaur fossils and learn about the fossilisation process. They will have the opportunity to compare fossils to the animals they belong to and role play being palaeontologists. Pupils will listen to a short story about Mary Anning and explore making their own fossils.

Pupils will go on rock hunts around school and bring their findings back to class to group them. They will have the opportunity to observe and compare their findings and group rocks by their properties and identify simple similarities and differences. Pupils will also look at examples of natural and man-made rocks.

**Impact**

Pupils will have identified fossils and developed their knowledge on who Mary Anning is. Pupils will have grouped different rocks and made simple comparisons using scientific language, such as fossil, permeable, sedimentary, igneous.

## Attention Autism

**Intent**

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

**Implementation**

Pupils will 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.

## Music

Listening – Orchestra/A Journey through Instruments

**Intent**

Pupils will develop their ability to actively listen, respond to, describe and explore making music. They will explore how music can create different emotions, atmospheres and story lines through comparing dinosaur film music with music from other films.

**Implementation**

Pupils will listen to music from dinosaur-based films including *Jurassic Park* and *Jurassic World*, comparing this with music from films such as *Moana* and Finding Nemo. Pupils will respond to music through movement, visual choices and simple musical activities. They will explore physical and digital instruments pitch, tempo and dynamics and will create sounds and music to accompany dinosaur scenes and stories.

**Impact**

Pupils will have increased their ability to listen and respond to different types of music. They will have identified changes in loud/quiet, fast/slow and high/low sounds and will have used these concepts when describing music. Pupils will have expressed their opinions on the best instruments and musical concepts to represents dinosaurs and the storyline events.

## Cooking

Healthy Snacks

**Intent**

Pupils will create Jurassic-themed snacks and dishes and develop their knowledge of healthy ingredients.

**Implementation**

Pupils will use symbols to identify what ingredients and equipment are needed and match them accordingly. Through exploring and using different ingredients and equipment, students will have the opportunity to create snacks and dishes with a Jurassic style twist. They will be encouraged to look, touch, smell, taste these different ingredients to allow sensory learning.

**Impact**

Pupils will have gained confidence in choosing ingredients that support in making healthy snacks such as fruit, vegetables and protein.

## P.E.

Fundamental Movement Skills with Gymnastics

**Intent**

Pupils will develop fundamental movement skills through gymnastics, focusing on balance, coordination, body awareness and control. They will explore travelling, rolling, balancing and stretching to build confidence and physical independence.

**Implementation**

Pupils will take part in multi-sensory movement and gymnastics sessions adapted to their individual needs and abilities. Lessons will use clear routines, repetition and practical activities including travelling, balances, rotations and low apparatus, with opportunities for choice and exploration using a range of props and sensory equipment.

**Impact**

Pupils will have developed greater confidence and control when moving their bodies, demonstrating improved balance, coordination and spatial awareness. These skills will provide a strong foundation for future sport, dance and functional movement activities.

## History – Historical Knowledge

**Intent**

Pupils will learn about the life of Mary Anning, a pioneering palaeontologist and fossil collector. Pupils will develop an understanding of her importance and how her discoveries helped people learn more about prehistoric life.

**Implementation**

Pupils will learn about Mary Anning's life and her work collecting and studying fossils along the Jurassic Coast. Pupils will explore what life was like during Mary Anning's time and compare this with life today. Pupils will have opportunities to investigate fossils, participate in practical activities and learn about some of Mary Anning's important discoveries.

**Impact**

Pupils will have an awareness of who Mary Anning was and why she is important. Some pupils will be able to recall key facts about her life and recognise that she collected and studied fossils.