Terms 1 & 2
Under the Sea

English - Terms 1 & 2

Intent:

Term 1: Pupils will explore the story "Commotion in the Ocean" and use it to develop and enhance their enjoyment for shared stories as well as their writing skills. Later in the term pupils will develop an awareness of instructions both receiving and giving instructions.

Term 2: Pupils will learn the story, 'That's not my penguin' and develop their drama skills turning the story into a Christmas performance.

Implementation

Term 1: Pupils will attend to and learn a sensory version of "Commotion in the Ocean". Pupils will learn to match picture from the story, sequence them and retell the story. Pupils will also explore following and giving instructions through simple movement and action games. Pupils will continue to develop their mark making skills and writing skills with a focus on the correct formation of lower-case letters.

Term 2: Pupils will begin by learning the story 'That's not my penguin" through hands-on activities to help them internalise it. They will then explore the story as a play script, with each pupil taking on a character or role. Pupils will take part in drama-based activities and warm-ups and use the Talk for Writing approach to create actions that support recalling their lines. As a Key Stage, they will rehearse together in the hall in preparation for a Christmas performance.

Impact: Pupils will have followed the structure of 'talk for writing' to develop language skills from different styles of literature and will have developed their imagination and ability to story tell and sequence. Pupils will know subject specific vocabulary and will be able to use 'and' in their own writing pieces.

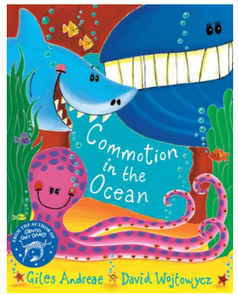
Pupils will have retold the story "That' not my penguin", by participating in a Christmas group performance

Pupils will have developed a level of control over their mark making and have shown independence drawing straight lines and joining lines.

Book focus

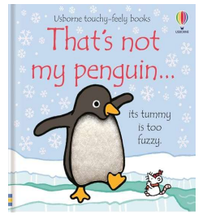
Term 1:

Commotion in the Ocean



Term 2:

That's not my penguin



Maths – Terms 1 & 2

Intent:

Across terms 1 and 2 pupils will develop core concepts within number and shape.

Implementation:

Pupils will engage in pre-maths activities, alongside number songs and games, to develop their understanding of numbers and their value within 0–20. They will explore and develop key number skills, including 1:1 correspondence, finding one more and one less, ordering numbers, writing numerals from 0–20, and solving simple addition and subtraction calculations. Pupils will have opportunities to handle and explore a range of concrete objects and manipulatives to support their understanding of number. Pupils will explore and develop their knowledge of 2D and 3D shapes through practical activities, including handling, observing and learning the names of different shapes.

Impact:

Pupils will have sorted objects by colour, quantity or size. Pupils will have ordered numbers to 20 with some support. Pupils will have begun to match numbers to groups of objects. Pupils will also have handled different 2D and 3D shapes and will know the names of and some properties of 2D shapes.

PE- Terms 1 (Louise) & 2

Intent:

Term 1: Pupils will develop confidence, safety awareness, and independence in and around water, while learning basic swimming skills appropriate to their ability.

Term 2: Pupils will explore and develop different ways of travelling. Pupils will develop their understanding of direction, space and rhythm, while building confidence, coordination and awareness of others.

Implementation:

Term 1: Pupils will travel by coach to a local swimming pool where professional swimming teachers will lead sessions. Pupils will follow structured routines to support independence when changing and transitioning to and from PE. Activities will include entering and exiting the water safely, building water confidence, and practising swimming skills using adult support, floats, and clear instructions in a predictable and supportive environment.

Term 2: 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 and change direction. They will also be encouraged to independently choose different ways to move, including walking, running, jumping, hopping, skipping, crawling and climbing.

Impact:

Term 1: Pupils will have improved their confidence and independence in swimming environments, enabling them to participate safely, develop water skills, and follow routines with increasing independence.

Term 2: 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.

PSHE/RSE- Terms 1 & 2

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

Term 1: All about me **Term 2:** Together we thrive

Intent:

Term 1: 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.

Term 2: 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:

Term 1: 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.

Term 2: 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:

Term 1: 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.

Term 2: Pupils will have developed safer and more positive relationships, they will have expanded their ability communicate boundaries, show kindness, resolve disagreements, recognise bullying or unsafe behaviour and be able to ask a trusted adult for help.

PSI – Term 1 & 2 (Communication)

Intent:
Pupils will be supported to build confidence in expressing needs, wants, likes and dislikes while interacting with others, and participating activities.

Implementation:
Pupils will take part in a range of sensory and play based activities such as themed tuff trays and role play. Pupils will develop their communication, and build on their independence with adult modelling, prompting, and repetition using symbols, ALB, choice boards, signing, verbal responses and AAC devices.

Impact:
Pupils will have shown increasing independence across communication, and engagement. They will have demonstrated improved participation in activities and greater confidence in expressing needs and preferences through a range of communication techniques.

Our Skills Builder focus for Term 1:



Term 2:



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.

Cookery – Term 2

Intent
Pupils will explore and taste different root and winter vegetables, including cooked vegetables, to develop their opinions of like and dislike. Pupils will have the opportunity to develop their fine motor skills as well has develop their awareness of food hygiene.

Implementation
Pupils will look at, handle and taste different root and winter vegetables, including cooked vegetables, and adults will use modelling and symbols to demonstrate like and dislike opinions. Pupils will use child-safe knives to chop and cut vegetables.

Impact
Pupils will have tasted and handled different root and winter vegetables, including cooked vegetables, and will have developed their understanding around the concepts of like/dislike. Pupils will begin to be able to express an opinion. Pupils will be able to chop or cut vegetables with minimal adult support.

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 a 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.

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.

RE – Terms 1 & 2

Intent: Term 1: 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.
Term 2: Pupils will learn about the Nativity Story and take part in activities related to the celebration of Christmas in the UK.

Implementation: Term 1: 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.
Term 2: 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: Term 1: 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.
Term 2: 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.

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.