Maple Class
Under the sea
Term 1 and 2

English

Intent

Pupils will develop their writing, reading and listening skills through sensory story and phonics related tasks. In term 2, pupils will use their knowledge of the story 'That's not my penguin' to perform in a Christmas production.

Implementation

Across the two terms, pupils will learn two sensory stories based on 'Commotion in the Ocean' and 'That's not my penguin'. Pupils will develop their writing, fine motor skills, storytelling and role play in activities linked to these stories. Pupils will learn about following one-step instructions, using this skill to perform in a Christmas production with their peers in term 2. Across the two terms, pupils will also learn to take part in different phonics activities to develop their active listening skills and phonological knowledge.

Impact

Pupils will have developed their knowledge of and participated in two sensory stories to develop their handwriting and composition. Pupils will have engaged in role play, sensory and creative activities relating to these stories and demonstrated a range of mark making skills using a number of different mark making materials. Pupils will have developed their understanding of instructions and listening skills to take part in a Christmas production in term 2 and will have gained greater phonological knowledge and skills.

Expressive arts and design (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.

Expressive arts and design (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.

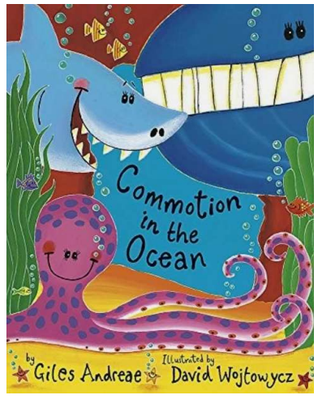
Impact

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.

Book/story Focus:

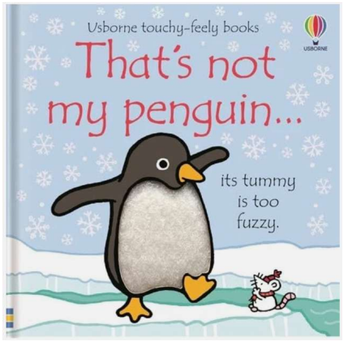
Term 1:

Sensory story based on 'Commotion in the Ocean'



Term 2:

Sensory story based on 'That's not my penguin'



Our Skills Builder focus for

Term 1:

Communication



Term 2:

Creative Problem Solving



Maths

Intent

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

Implementation

Pupils will engage in number songs and activities to develop their understanding of place value and addition and subtraction. Pupils will also handle, observe and learn the names of different 2D shapes and their properties. Pupils will have the opportunity to handle and explore concrete objects and manipulatives to support their understanding of number and shape. Pupils will develop ideas around number and shape through a variety of under the sea themed play and sensory activities.

Impact

Pupils will have taken part in practical activities around sorting objects, counting, and recognising and representing numbers. Pupils will have an awareness of number in different contexts and will have developed their understanding of key concepts within early number mathematics. Pupils will have handled different 2D shapes and have an awareness of colours and properties of 2D shapes.

Personal, social and emotional development (PSHE) Term 1

Intent

Pupils will develop a positive sense of identity and recognise that they are valued and unique. Pupils will 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.

Personal, social and emotional development (PSHE) Term 2

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.

Understanding the world: Past and Present (History)

Intent

Pupils will develop an understanding of time and seasonal change.

Implementation

Pupils will learn about changing time through daily songs and references to the day, date and month of the year. Pupils will develop their understanding of changing time when using 'now and next' boards as well as the visual timetable. Pupils will also have the opportunity to explore seasonal change through sensory activities and observing nature.

Impact

Pupils will have a greater understanding of how to interpret and respond to a visual timetable and 'now and next' board. They will have attended to daily circle time activities and have gained a deeper understanding of days, dates and months of the year. Pupils will have learnt about autumn and winter seasonal change, and how the natural environment around them changes with time.

Understanding the world: The natural world (Geography and Science)

Intent

Pupils will learn about habitats under the sea and along the coastline.

Implementation

Pupils will have the opportunity to explore under the sea habitats and animals through play, stories and sensory and art activities. Pupils will handle different key geographical features, such as shells, sand and rocks and will attend to labelling activities.

Impact

Pupils will have a greater understanding of what geographical features and animals can be found in under the sea habitats.

Understanding the world: People, cultures and communities (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.

Expressive arts and design (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 also 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.

Expressive arts and design (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 develop their fine motor skills.

Implementation

Pupils will look at, handle and taste different root and winter vegetables, including cooked vegetables. 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.

Understanding the world: People, cultures and communities (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 of 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.

Physical development (P.E.)

Intent

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

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

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.