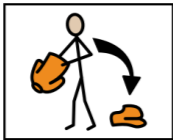


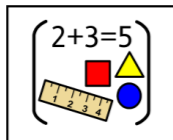









Class:		Topaz Class			Topic: Europe	
Area of Learning		<u>Week 1</u> Date: 23.02.26	<u>Week 2</u> Date: 2.03.26	<u>Week 3</u> Date: 9.03.26	<u>Week 4</u> Date: 16.03.26	<u>Week 5</u> Date: 23.03.26
Independent Living	<b>My Independence</b> 	<u>Travel</u>  LO: To travel safely.  As Topaz will be accessing offsite provision this week, pupils will have daily opportunities to practise travelling safely  <i>I can walk to investigate my surroundings.</i>	<u>Travel</u>  LO: To travel safely.  Safe travel routines are practised and reinforced throughout daily school routines.  <i>I can walk to investigate my surroundings.</i>	<u>Travel</u>  LO: To travel safely.  Safe travel routines are practised and reinforced throughout daily school routines. Also, we will be travelling for our external swimming lessons.  <i>I can walk to investigate my surroundings.</i>	<u>Travel</u>  LO: To travel safely.  Safe travel routines are practised and reinforced throughout daily school routines. Also, we will be travelling for our external swimming lessons.  <i>I can walk to investigate my surroundings.</i>	<u>Travel</u>  LO: To travel safely.  Safe travel routines are practised and reinforced throughout daily school routines. Also, we will be travelling for our external swimming lessons.  <i>I can walk to investigate my surroundings.</i>
	<b>Cooking</b> 	<u>Smoothies</u>  LO: To explore blending fruit from Spain.  Activity: Children will taste and blend oranges and strawberries while observing the change in texture.  <i>I can begin to combine sensory experiences creatively (mixing water and sand, for example).</i>	<u>Smoothies</u>  LO: To experience cause and effect through blending fruit from France.  Activity: Children will add strawberries to the blender and press the button to watch them change.  <i>I can begin to combine sensory experiences creatively (mixing water and sand, for example).</i>	<u>Smoothies</u>  LO: To make a simple choice when blending fruit from Italy.  Activity: Children will choose between two fruits (e.g. peach or banana) before blending.  <i>I can begin to combine sensory experiences creatively (mixing water and sand, for example).</i>	<u>Smoothies</u>  LO: To follow a simple routine when making a smoothie inspired by Greece.  Activity: Children will add fruit and yoghurt to the blender in order with adult support.  <i>I can begin to combine sensory experiences creatively (mixing water and sand, for example).</i>	<u>Smoothies</u>  LO: To explore blending fruits from Portugal.  Activity: Children will add oranges and strawberries to the blender and observe the change as they blend into a smoothie.  <i>I can begin to combine sensory experiences creatively (mixing water and sand, for example).</i>
Education + Employment	<b>Communication and Language</b> 	<u>Non-fiction/ fact file</u>  Fact file on Spain.  LO: To engage with a non-fiction text about Spain.  Little wandle phonics EFL individual targets TEACCH workstations	<u>Non-fiction/ fact file</u>  Fact file on France.  LO: To find information on a page.  Little wandle phonics EFL individual targets TEACCH workstations	<u>Non-fiction/ fact file</u>  Fact file on Italy.  LO: To match simple words and pictures in a fact file.  Little wandle phonics EFL individual targets TEACCH workstations	<u>Non-fiction/ fact file</u>  Fact file on Greece.  LO: To recognise and respond to key vocabulary from a fact file.  Little wandle phonics EFL individual targets TEACCH workstations	<u>Non-fiction/ fact file</u>  Fact file on Portugal.  LO: To create a simple class fact file page.  Little wandle phonics EFL individual targets TEACCH workstations
	<b>Number and Problem Solving</b> 	<u>Measure</u>  L.O to explore big and Small  EFL individual targets	<u>Measure</u>  L.O to explore long and short  EFL individual targets	<u>Measure</u>  L.O to explore heavy and light  EFL individual targets	<u>Measure</u>  L.O to explore full and empty  EFL individual targets	<u>Measure</u>  L.O to explore more and less  EFL individual targets
	<b>Science</b>	<u>Earth and Space</u>	<u>Earth and Space</u>	<u>Earth and Space</u>	<u>Earth and Space</u>	<u>Earth and Space</u>

		<p>LO: To explore the Sun through colour and texture.</p> <p>Activity: Children will stick tissue paper, foil, feathers, pom-poms and glitter onto a paper Sun, exploring different textures and colours.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>	<p>LO: To explore the Earth through textures of land and water.</p> <p>Children will explore a tray with soil, sand, and water to represent land and oceans.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>	<p>LO: To explore the Moon through touch.</p> <p>Children will play with a crumbling "moon dust" mixture</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>	<p>LO: To notice cause and effect while exploring moon rocks.</p> <p>Activity: Children will play with "moon rocks" and pour baking soda + vinegar over them to create fizzing, bubbly sensory reactions.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>	<p>LO: To explore the Earth through sensory art and texture.</p> <p>Activity: Children will place cotton wool pads on a tray or paper, then splash and drop blue, green and brown paint to make an Earth picture,</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>
<p><b>Community + Relationships</b></p>	<p><b>World Around Us</b></p> 	<p><u>Subject: History Topic: King and Queens</u></p> <p>LO: To explore royal symbols by making a crown.</p> <p>Activity: Children will decorate paper or card crowns with jewels, glitter, feathers, and textured materials to explore colour and touch</p> <p><i>Range 4 sensory- I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>	<p><u>Subject: History Topic: King and Queens</u></p> <p>LO: To explore textures while creating royal accessories.</p> <p>Activity: Children will make sceptres or wands using sticks, foil, ribbon, and pom-poms, exploring different tactile materials.</p> <p><i>Range 4 sensory- I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>	<p><u>Subject: History Topic: King and Queens</u></p> <p>LO: To explore fabrics and textures associated with royalty.</p> <p>Activity: Children will feel, layer, and decorate pieces of cloth or felt to make simple "robes," experimenting with textures and colours.</p> <p><i>Range 4 sensory- I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>	<p><u>Subject: History Topic: King and Queens</u></p> <p>LO: To explore castles through sensory play and collage.</p> <p>Activity: Children will use sand, play dough, coloured paper, and small toy figures to make a castle scene, exploring textures and building shapes.</p> <p><i>Range 4 sensory- I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>	<p><u>Subject: History Topic: King and Queens</u></p> <p>LO: To explore a royal feast through taste and touch.</p> <p>Activity: Children will handle and explore pretend or real foods (grapes, bread, cheese, fruit) on a tray, practising pouring, tasting, and sensory exploration.</p> <p><i>Range 4 sensory- I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>
	<p><b>PHSE</b></p> 	<p><u>Topic: Behaviour</u></p> <p>LO: To begin developing simple coping strategies to calm down.</p> <p>Activity: PSHE will be explored daily through routines, with adults supporting each individual child with their preferred method of supported regulation.</p> <p><i>I can begin to develop basic coping strategies like breathing or counting to calm down.</i></p>			<p><u>Topic: Behaviour</u></p> <p>LO: To explore taking turns and using polite words.</p> <p>Activity: PSHE will continue to be embedded daily, with adults modelling "please" and "thank you" and supporting children to take turns in activities, snack time, and play.</p> <p><i>I can begin to understand the importance of taking turns and using polite words (please, thank you).</i></p>	
<p><b>Health + Wellbeing</b></p>	<p><b>Music</b></p> 	<p><b>Topic:</b> Exploring Pitch</p> <p><b>Intent:</b> Understanding high and low sounds</p> <p>Music is delivered by external agency- Rhyme time</p> <p><i>L.OI can explore different sounds instruments make.</i></p>				

	<p>I.T</p> 	<p><b>Topic:</b> Digital Writing <b>Intent:</b> Build confidence and creativity in writing using digital tools</p> <p><b>LO:</b> To explore mark-making on digital devices.</p> <p><b>Activity:</b> Children will freely create marks and shapes on iPads and the interactive board to build confidence and enjoy sensory exploration.</p> <p><i>I can use mark-making apps or drawing tools with simple gestures.</i></p>				
	<p>Art</p> 	<p>Topic: Materials</p> <p>LO: To explore different effects using paint.</p> <p>Activity: Children will use brushes, sponges, and fingers to make marks with bright colours</p> <p><i>I can make marks using pencils, crayons, brushes, or my fingers.</i></p>	<p>Topic: Materials</p> <p>LO: To explore shaping and making marks with clay.</p> <p>Activity: Children will manipulate clay to make simple shapes.</p> <p><i>I can make marks using pencils, crayons, brushes, or my fingers.</i></p>	<p>Topic: Materials</p> <p>LO: To explore marks made with pencils and crayons.</p> <p>Activity- children will use pencils to mark make onto paper.</p> <p><i>I can make marks using pencils, crayons, brushes, or my fingers.</i></p>	<p>Topic: Materials</p> <p>LO: To explore printing and texture marks.</p> <p>Activity: Children will use sponges, and bubble wrap to print with.</p> <p><i>I can make marks using pencils, crayons, brushes, or my fingers.</i></p>	<p>Topic: Materials</p> <p>LO: To explore natural materials in art.</p> <p>Activity: Children will use leaves, sticks and petals to make marks and collage onto paper.</p> <p><i>I can make marks using pencils, crayons, brushes, or my fingers.</i></p>
	<p>PE</p> 	<p><u>Topic: Football</u></p> <p>LO: To explore a football through touch and movement.</p> <p>Activity: Children will feel, hold, roll, and gently push a football on the floor, noticing size, texture, and weight.</p> <p><i>I can begin to kick balls.</i></p>	<p><u>Topic: Football</u></p> <p>LO: To explore basic movement with a football.</p> <p>Activity: Children will carry, push, kick or gently roll the ball</p> <p><i>I can begin to kick balls.</i></p>	<p><u>Topic: Football</u></p> <p>LO: To explore moving the ball independently.</p> <p>Activity: Children will use their hands to push, roll, or guide the ball along a marked path or around cones.</p> <p><i>I can begin to kick balls.</i></p>	<p><u>Topic: Football</u></p> <p>LO: To practise simple passing skills.</p> <p>Activity: Children will roll or pass the ball to a partner or adult across a short distance</p> <p><i>I can begin to kick balls.</i></p>	<p><u>Topic: Football</u></p> <p>LO: To explore aiming for a target.</p> <p>Activity: Children will roll or gently throw the ball towards a large goal or hoop</p> <p><i>I can begin to kick balls.</i></p>