


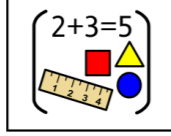





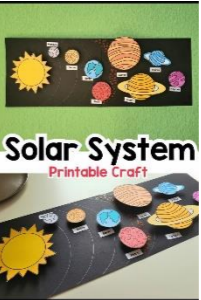








Ruby		Theme: Europe?				
Area of Learning		Week 1 Date: 23.02.26	Week 2 Date:02.03.26	Week 3 Date:09.03.26	Week 4 Date:16.03.26	Week 5 Date:23.03.26
Independent Living	<b>My Independence</b> 	<b>Travel Focus: Road Safety</b> Walking to a specific place in school and back to class.  <i>I can follow a very simple journey routine with support (e.g., walking to the playground or hall).</i>	<b>Travel Focus: Road Safety</b> Walking to a specific place in school and back to class.  <i>I can follow a very simple journey routine with support (e.g., walking to the playground or hall).</i>	<b>Travel Focus: Road Safety</b> Labelling road safety objects  <i>I can recognise key features of safe places to crossroads (zebra crossing, pelican lights, lollipop person).</i>	<b>Travel Focus: Road Safety</b> Matching people to jobs that can help me safely when travelling.  <i>I can identify safe adults who help with travel (e.g., lollipop person, bus driver, parent/carer).</i>	<b>Travel Focus: Road Safety</b> Crossing the road with an adult outside school. Practising Stop, Look and Listen.  I can practice road safety basics: stop, look, listen, think before crossing.
	<b>Cooking</b> 	<b>Topic: Smoothies Focus: Identifying Fruit</b> Activity: Children to look at different types of fruits naming their favourites.  Children to match pictures and symbols of fruit together  <i>I can cut soft fruits with a plastic or child safe knife with adult support</i>	<b>Topic: Smoothies Focus: Bananas</b> Activity: Children to identify a banana. Children to look at how a banana is mixed in a smoothie maker.  Children to peel and cut a banana and eat it.  <i>I can cut soft fruits with a plastic or child safe knife with adult support</i>	<b>Topic: Smoothies Focus: Strawberries</b> Activity: Children to identify a strawberry. Children to look at how a strawberry is mixed in a smoothie maker.  Children to cut up strawberries and eat them.  <i>Cooking Skills - I can cut soft fruits with a plastic or child safe knife with adult support</i>	<b>Topic: Smoothies Focus: Kiwis</b> Activity: Children to identify a kiwi. Children to look at how a kiwi is mixed in a smoothie maker.  Children to cut up a kiwi and eat parts of it.  <i>Cooking Skills - I can cut soft fruits with a plastic or child safe knife with adult support</i>	<b>Topic: Smoothies Focus: Mixing Fruit</b> Activity: Children to look at different types of fruit that can go inside a smoothie. Children to watch different types of smoothies. Children to taste test some smoothie drinks.  Children to prepare fruit to be put into a smoothie maker (video)  <i>Cooking Skills - I can cut soft fruits with a plastic or child safe knife with adult support</i>
Education + Employment	<b>Communication and Language</b> 	<b>Focus: <a href="#">Germany</a></b> Creating a fact file on Germany  <i>Individual target work and workstations. Phonics focus</i>	<b>Focus: <a href="#">France</a></b> Creating a fact file on France  <i>Individual target work and workstations. Phonics focus</i>	<b>Focus: <a href="#">Italy</a></b> Creating a fact file on Italy  <i>Individual target work and workstations. Phonics focus</i>	<b>Focus: <a href="#">Spain</a></b> Creating a fact file on Spain  <i>Individual target work and workstations. Phonics focus</i>	<b>Focus: <a href="#">UK</a></b> Creating a fact file on UK  <i>Individual target work and workstations. Phonics focus</i>
	<b>Number and Problem Solving</b> 	<b>Number and Place Value or Addition and Subtraction</b>  <b>Focus: Measure (Capacity)</b> <b>Middle</b> -Identify 'empty', 'half full' and 'full' <b>Higher</b> – Use language such as 'ml' and 'l'	<b>Number and Place Value or Addition and Subtraction</b>  <b>Focus: Measure (Size)</b> <b>Middle</b> – Order 3 objects by size <b>Higher</b> – Order 5+ objects by size	<b>Number and Place Value or Addition and Subtraction</b>  <b>Focus: Measure (Height/Length)</b> <b>Middle</b> Order 3 objects by height and length	<b>Number and Place Value or Addition and Subtraction</b>  <b>Focus: Measure. (Weight)</b> <b>Middle</b> – Identify 'light' and 'heavy' objects comparing 2	<b>Number and Place Value or Addition and Subtraction</b>  <b>Focus: Measure (Capacity/Weight Comparison)</b>

		<i>Individual target work and workstations</i>	<i>Individual target work and workstations</i>	<b>Higher</b> – Find objects shorter/taller, shorter/longer than 1m  <i>Individual target work and workstations</i>	<b>Higher</b> – Use correct language while using balance scales, ability to make them ‘the same’  <i>Individual target work and workstations</i>	<b>Middle</b> – Order 2-3 objects by capacity/weight  <b>Higher</b> – Identify more or less than 1KG and 1L  <i>Individual target work and workstations</i>
	<p><b>Science</b></p> 	<p><b>Focus: Earth and Space Constellations</b></p>  <p><i>I can describe what I see in the sky during the day and night.</i></p>	<p><b>Focus: Earth and Space Earth</b> Colour by numbers/Cut and paste Planet Earth</p>  <p><i>I can say that the Earth moves around the sun and the moon moves around the Earth.</i></p>	<p><b>Focus: Earth and Space Sun and Moon</b></p>  <p><i>I can recognise that the sun, moon and Earth are different objects.</i></p>	<p><b>Focus: Earth and Space Day and Night</b> Sorting activity what you can see in the day and night.</p>  <p><i>I can explain why we have day and night.</i></p>	<p><b>Focus: Earth and Space Planets</b></p>  <p><i>I can name the planets in our solar system.</i></p>
<p><b>Community + Relationships</b></p>	<p><b>World Around Us</b></p> 	<p><b>Topic: History - Kings and Queens</b></p> <p>Activity – What is a king? What is a Queen? Children to compare pictures of ‘then’ and pictures of ‘now’, looking at building, people and objects.</p> <p>Children to sort items into two groups, then and now.</p> <p><i>I can recognise differences between the past and the present in my life and the lives of others.</i></p>	<p><b>Topic: History - Kings and Queens</b></p> <p>Activity – What does the word Royal mean? Children to look at traditional ‘Royal’ symbols, such as crown, sword, shield.</p> <p>Children to identify the correct symbols, following verbal instructions or matching the pictures/symbols</p> <p><i>I can recognise differences between the past and the present in my life and the lives of others.</i></p>	<p><b>Topic: History - Kings and Queens</b></p> <p>Activity – What is a castle? Children to look at different types of castles and learn about who lived in them.</p> <p>Children to make their own Castles using building blocks and Lego.</p> <p><i>I can recognise differences between the past and the present in my life and the lives of others.</i></p>	<p><b>Topic: History - Kings and Queens</b></p> <p>Activity – What did Kings and Queens wear? Children to look at Royal clothing and talk about key features.</p> <p>Children to sort ‘then’ and ‘now’ pictures of clothing, identify clothes of the past and cloths that we wear now.</p> <p><i>I can recognise differences between the past and the present in my life and the lives of others.</i></p>	<p><b>Topic: History - Kings and Queens</b></p> <p>Activity – Children to review their learning of ‘Kings’, ‘Queens’ and ‘Castles’. Children to look at a variety of pictures including clothes, castles and people.</p> <p>Children to sort direct images of vehicles, clothes, houses and people of ‘then’ and ‘now’ while using comparative language between the two such as ‘new’ and ‘old’.</p> <p><i>I can recognise differences between the past and the present in my life and the lives of others.</i></p>
	<p><b>PHSE</b></p> 	<p><b>Topic - Behaviour</b></p> <p>Activity – What does it mean to be happy? What does it mean to be sad? Children to learn about the two different emotions,</p>	<p><b>Topic - Behaviour</b></p> <p>Activity – Why do we have classroom rules? Children to listen to why rules are important in the classroom.</p>	<p><b>Topic - Behaviour</b></p> <p>Activity – Why do we take turns? Children to listen to why it is important to share and be kind to our peers.</p>	<p><b>Topic - Behaviour</b></p> <p>Activity – Why do we use polite words? Children to listen to why it is important to use kind words towards our peers, adults and loved ones.</p>	<p><b>Topic - Behaviour</b></p> <p>Activity: What do we do if we feel upset or angry? Children to begin to understand what we need to do when we feel either of these emotions.</p>

		<p>thinking about what makes us happy, sad and how they differ from person to person.</p> <p>Children to identify 'happy' and 'sad', matching appropriate pictures to each one.</p> <p><i>I can begin to recognise basic emotions with adult support.</i></p>	<p>Children to follow instructions such as passing, giving, tidying, and taking turns with an adult.</p> <p><i>I can understand simple rules and routines, and why they are important.</i></p>	<p>Children to engage in turn taking games with other children.</p> <p><i>I can begin to understand the importance of taking turns and using polite words (please, thank you).</i></p>	<p>Children to practice using 'please' and 'thank you' verbally or with symbols in social situations with adult support.</p> <p><i>I can begin to understand the importance of taking turns and using polite words (please, thank you).</i></p>	<p>Children to work with adults to choose calming methods of their own, linking their ideas to objects, words or symbols.</p> <p><i>I can begin to follow simple routines that support emotional regulation, such as using a calm-down corner.</i></p>
<p><b>Health + Wellbeing</b></p>	<p><b>Music</b></p> 	<p><b>Focus: High and Low Pitch</b></p> <p>Using different instruments to demonstrate a high or low sound.</p> <p><i>I can explore pitch (high/low), volume (loud/quiet), and tempo (fast/slow).</i></p>	<p><b>Focus: High and Low Pitch</b></p> <p>Using a microphone to make a high sound and a low sound.</p> <p><i>I can explore pitch (high/low), volume (loud/quiet), and tempo (fast/slow).</i></p>	<p><b>Focus: High and Low Pitch</b></p> <p>Stop and go game. Move when you hear a high-pitched sound. Stop when it's a low sound.</p> <p><i>I can explore pitch (high/low), volume (loud/quiet), and tempo (fast/slow).</i></p>	<p><b>Focus: High and Low Pitch</b></p> <p>Listening to songs with different pitches.</p> <p><i>I can explore pitch (high/low), volume (loud/quiet), and tempo (fast/slow).</i></p>	<p><b>Focus: High and Low Pitch</b></p> <p>Creating their own high and low sounds with instruments.</p> <p><i>I can explore pitch (high/low), volume (loud/quiet), and tempo (fast/slow).</i></p>
	<p><b>I.T</b></p> 	<p><b>Topic - Digital Writing</b></p> <p>Activity: Children to observe how to select a digital tool, change the colour and draw using their finger. Children to make a picture of their own.</p> <p><i>I can use basic tools to create pictures, text or simple media.</i></p>	<p><b>Topic - Digital Writing</b></p> <p>Activity: Children to use digital tools on a touchscreen device to create a digital picture inspired by kings, queens and castles</p> <p><i>I can use basic tools to create pictures, text or simple media.</i></p>	<p><b>Topic - Digital Writing</b></p> <p>Activity: Children to attempt to write their own name using a touchscreen device</p> <p><i>I can use basic tools to create pictures, text or simple media.</i></p>	<p><b>Topic - Digital Writing</b></p> <p>Activity: Children to draw over the top of a chosen picture, adding text and digital drawing with intent.</p> <p><i>I can use basic tools to create pictures, text or simple media.</i></p>	<p><b>Topic - Digital Writing</b></p> <p>Activity: Children to make their own picture using light and dark colours, beginning to understand the contrast.</p> <p><i>I can use basic tools to create pictures, text or simple media.</i></p>
	<p><b>Art</b></p> 	<p><b>Topic - Light and Dark</b></p> <p>Activity: What is Light and Dark? Children to explore light colours and dark colours, naming the colours where possible.</p> <p>Children to create a picture of their choice using light and dark colours</p> <p><i>I can draw from what I see, imagine, or remember.</i></p>	<p><b>Topic - Light and Dark</b></p> <p>Activity: Children to re-cap on light and dark. Children to learn about the different types of strokes we can perform with a paint brush.</p> <p>Children to create a of a dark night using paint and paintbrushes.</p> <p><i>I can use different brushes and strokes to create effects.</i></p>	<p><b>Topic - Light and Dark</b></p> <p>Activity: Children to re-cap on light and dark. Children to listen to how we use a range of materials to glue, creating a dark and light effect.</p> <p><i>I can cut, tear, and arrange materials to make pictures or patterns.</i></p>	<p><b>Topic - Light and Dark</b></p> <p>Activity: Children to re-cap light and dark. Children to look at some famous Art using light and dark colours.</p> <p>Children to try and replicate the pictures by copying a piece in front of them.</p> <p><i>I can draw from what I see, imagine, or remember.</i></p>	<p><b>Topic - Light and Dark</b></p> <p>Activity: Children to look re-cap light and dark. Children to look at how they can use light and dark materials to create art.</p> <p>Children to re-create a light and dark inspired picture using a range of materials.</p> <p><i>I can cut, tear, and arrange materials to make pictures or patterns.</i></p>

	<p>PE</p> 	<p><b>Focus: Football</b></p> <p>What is football? Watching a football game Can we kick a ball?</p> <p><i>I can move objects in a deliberate way - (throw, roll, drop).</i></p>	<p><b>Focus: Football</b></p> <p>Rolling a ball to each other using our feet.</p> <p><i>I can move objects in a deliberate way - (throw, roll, drop).</i></p>	<p><b>Focus: Football</b></p> <p>Pushing the ball around the classroom with our feet.</p> <p><i>I can move a range of object with inconsistent force.</i></p>	<p><b>Focus: Football</b></p> <p>Kick the ball to knock over the cones.</p> <p><i>I can manipulate a variety of balls - kicking</i></p>	<p><b>Focus: Football</b></p> <p>Stand in a circle and pass the ball to a friend.</p> <p><i>I can propel an object away from me by pushing.</i></p>
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