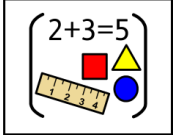
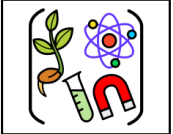










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|   |                                  | <p>LO: Explore numbers 1–3 through songs and actions using real objects and adult modelling.</p> <p>EFL individual targets</p>   | <p>LO: Match real objects to picture cards during structured play and songs.</p> <p>EFL individual targets</p>   | <p>LO: Count up to 3 objects using 1:1 correspondence with adult support.</p> <p>EFL individual targets</p>   | <p>LO: Match numerals 1–3 to quantities in practical activities.</p> <p>EFL individual targets</p>  | <p>LO: Give and take one object at a time in real-life routines.</p> <p>EFL individual targets</p>   | <p>LO: Engage in number rhymes and copy actions linked to counting.</p> <p>EFL individual targets</p>   |
|   | <p><b>Science</b></p>            | <p><u>Electricity</u></p> <p>LO: To explore objects that use electricity.</p> <p>Activity: Children explore battery-powered and electrical items (torches, toys, fans) and experience what happens when they are switched on and off.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p> | <p><u>Electricity</u></p> <p>LO: To explore how switches turn things on and off.</p> <p>Activity: Children press switches on sensory devices (light toys, bubble tubes, torches) and watch/feel them change.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p>                | <p><u>Electricity</u></p> <p>LO: To explore how batteries make things work.</p> <p>Activity: Children open “mystery boxes” containing battery toys that suddenly light up, move, or make noise when activated by an adult.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p> | <p><u>Electricity</u></p> <p>LO: To explore how electricity can make a light turn on.</p> <p>Activity: Children help complete a very simple circuit (battery + wires + bulb) and watch the “light magic” happen.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p> | <p><u>Electricity</u></p> <p>LO: To explore how water interacts with light, movement and sensory electrical objects.</p> <p>Activity: Children explore a sensory water station using light-up toys, bubble tubes and floating objects to observe movement, light and cause-and-effect responses in water.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p> | <p><u>Electricity</u></p> <p>LO: To explore electricity through sensory cause-and-effect play.</p> <p>Activity: Children rotate through a sensory electricity station</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p>  |
| <p><b>Community + Relationships</b></p> | <p><b>World Around Us</b></p>  | <p><u>Seasons</u></p> <p>LO: To explore the idea that weather changes.</p> <p>Activity: Children explore different weather sensory trays (sunshine, rain, wind, snow textures) and experience changes through touch, sound, and visuals.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>    | <p><u>Seasons</u></p> <p>LO: To explore winter weather and sensory experiences.</p> <p>Activity: Children explore cold sensory materials (ice, cotton wool snow, cold water, gloves, scarves) and experience “cold” environments.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p> | <p><u>Seasons</u></p> <p>LO: To explore signs of spring.</p> <p>Activity: Children explore flowers, grass, soil, and sensory planting activities while experiencing “fresh and growing” textures and smells.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>                     | <p><u>Seasons</u></p> <p>LO: To explore summer weather and sensations.</p> <p>Activity: Children experience warm sensory trays, sun-themed play, water play, and bright light activities representing summer.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>          | <p><u>Seasons</u></p> <p>LO: To explore autumn through sensory materials.</p> <p>Activity: Children explore leaves, pinecones, conkers, and crunchy textures while experiencing “windy and falling” sensory play.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p>   | <p><u>Seasons</u></p> <p>LO: To begin to recognise different seasons through sensory sorting.</p> <p>Activity: Children sort objects, pictures, and sensory items into seasonal trays (winter, spring, summer, autumn) with adult support.</p> <p><i>I can tolerate different textures, tastes, and sounds with minimal distress.</i></p> |
|   | <p><b>PHSE</b></p>             | <p><u>Relationships</u></p> <p>LO: To recognise familiar adults and people in my classroom.</p> <p>Activity: Children match photos or symbols to familiar adults in the room.</p>  | <p><u>Relationships</u></p> <p>LO: To begin to understand who my friends are.</p> <p>Activity: Children engage in supported peer play and simple turn-taking activities</p>  | <p><u>Relationships</u></p> <p>LO: To recognise people in my family.</p> <p>Activity: Children explore family photos and match identical images</p>   | <p><u>Relationships</u></p> <p>LO: To explore using gentle hands.</p> <p>Activity: Children practise “kind hands” through puppet modelling and touching soft toys gently.</p>   | <p><u>Relationships</u></p> <p>L.O: To explore kind and calm interactions with others through sensory calming activities.</p>  | <p><u>Relationships</u></p> <p>LO: To explore safe ways to interact with others.</p> <p>Activity: Children choose between “kind hands / stop /</p>  |

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|                          |   | <i>I can recognise familiar people visually.</i>   | while identifying classmates through photos.<br><br><i>I can show a basic understanding of family members and friends..</i>   | <i>I can show a basic understanding of family members and friends.</i>   | <i>I can show a simple understanding of positive interactions with others with support.</i>  | Activity: Children engage in sensory calming activities (e.g. sensory massage, deep pressure, or calming tools) to practise being calm and gentle around others.<br><br><i>I can show a simple understanding of positive interactions with others with support.</i>   | help / calm” options using visuals and role play<br><br><i>I can show a simple understanding of positive interactions with others with support.</i>   |
| Health<br>+<br>Wellbeing | <b>Music</b><br> | <p align="center"><b>Topic:</b><br/>Music and Movement<br/><b>Intent:</b><br/>To move body to a song</p> <p align="center">Music is delivered by an external provider, with a focus on encouraging pupils to move their bodies to music in line with the unit intent.</p> <p align="center"><i>I can enjoy songs, rhymes, and repetitive sounds.</i></p> |   |  |  |   |   |
|                          | <b>I.T</b><br> | <u>Logos</u><br><br>LO: To match food logos.<br><br>Activity: Children match familiar food logos to identical images or real packaging through supported matching activities.<br><br><i>I can recognise shapes, colours, and familiar objects.</i>   | <u>Logos</u><br><br>LO: To match shop logos.<br><br>Activity: Children match shop logos to identical cards or objects within a simple classroom shop setup.<br><br><i>I can recognise shapes, colours, and familiar objects.</i>  | <u>Logos</u><br><br>LO: To match clothing logos.<br><br>Activity: Children match clothing logos to identical images or items of clothing with adult support.<br><br><i>I can recognise shapes, colours, and familiar objects.</i>  | <u>Logos</u><br><br>LO: To match familiar TV or children’s programme logos.<br><br>Activity: Children match logos from familiar shows to identical pictures or associated characters.<br><br><i>I can recognise shapes, colours, and familiar objects.</i>   | <u>Logos</u><br><br>LO: To match logos found in everyday objects.<br><br>Activity: Children match logos from real-life packaging (drinks, snacks, household items) to identical images.<br><br><i>I can recognise shapes, colours, and familiar objects.</i>  | <u>Logos</u><br><br>LO: To begin to recognise and create a simple logo through decorating and choice-making.<br><br>Activity: Children decorate a simple pre-drawn logo (colouring, sticking, mark-making) to create their own logo.<br><br><i>I can recognise shapes, colours, and familiar objects.</i>                                 |
|                          | <b>Art</b><br> | <u>Light and Dark</u><br><br>LO: To explore light and dark colours in art.<br><br>Activity: Children explore and sort light and dark materials (white/black paint, light/dark objects) through sensory mark-making and handling.<br><br><i>I can use a variety of techniques, textures, and materials in my artwork.</i>                                 | <u>Light and Dark</u><br><br>LO: To explore making marks using dark colours.<br><br>Activity: Children use black paint, crayons, or charcoal to make bold marks on paper using hands, brushes, and sponges.<br><br><i>I can use a variety of techniques, textures, and materials in my artwork.</i> | <u>Light and Dark</u><br><br>LO: To explore making marks using light colours.<br><br>Activity: Children use white, yellow, or pale paint/chalk to make marks on dark paper using a range of sensory tools.<br><br><i>I can use a variety of techniques, textures, and materials in my artwork.</i> | <u>Light and Dark</u><br><br>LO: To explore what happens when light and dark colours mix.<br><br>Activity: Children mix black and white paint to create different shades of grey and explore changes in colour through sensory painting.<br><br><i>I can use a variety of techniques, textures, and materials in my artwork.</i> | <u>Light and Dark</u><br><br>LO: To explore different textures using light and dark materials.<br><br>Activity: Children create collage artwork using light and dark textured materials (cotton wool, fabric, foil, paper, sponge) to build contrast.<br><br><i>I can use a variety of techniques, textures, and materials in my artwork.</i> | <u>Light and Dark</u><br><br>LO: To create an artwork using both light and dark colours.<br><br>Activity: Children create a final collage or painting combining light and dark colours and materials using choice-making and sensory exploration.<br><br><i>I can use a variety of techniques, textures, and materials in my artwork.</i> |

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|  | <p>PE</p>  | <p><u>Running</u></p> <p>LO: To explore different ways of moving.</p> <p>Activity: Children move around the space using walking, fast walking, and running in short bursts with adult modelling and support.</p> <p><i>I can run confidently, stop, and start.</i></p> | <p><u>Running</u></p> <p>LO: To respond to simple movement instructions.</p> <p>Activity: Children move when “go” is shown and stop when “stop” is shown using visual cues and adult prompts.</p> <p><i>I can run confidently, stop, and start.</i></p> | <p><u>Running</u></p> <p>LO: To explore running in short distances.</p> <p>Activity: Children run between two points (cones/mats) with adult support.</p> <p><i>I can run confidently, stop, and start.</i></p> | <p><u>Running</u></p> <p>LO: To complete a simple movement circuit including running.</p> <p>Activity: Children rotate through stations including running short distances, jumping, and walking tasks with full adult support.</p> <p><i>I can run confidently, stop, and start.</i></p> | <p><u>Running</u></p> <p>LO: To participate in running through a sensory chasing activity.</p> <p>Activity: Children run or move quickly to chase and pop bubbles released by an adult, focusing on engagement and movement rather than speed or distance.</p> <p><i>I can run confidently, stop, and start.</i></p> | <p><u>Running</u></p> <p>LO: To explore running by moving to collect objects.</p> <p>Activity: Children move or run to collect soft objects (balls, beanbags, toys) placed around the space and return them to a central basket with adult support.</p> <p><i>I can run confidently, stop, and start.</i></p> |
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