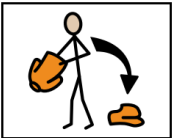


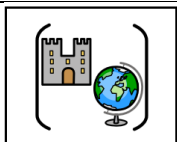


Class: Amethyst		Topic: Splash					
Area of Learning		Week 1 Date: 13/04/26	Week 2 Date: 20/04/26	Week 3 Date: 27/04/26	Week 4 Date: 04/05/26	Week 5 Date: 11/05/26	Week 6 Date: 18/05/26
Independent Living	<p>My Independence</p> 	<p>Different modes of transport.</p> <p>Focus: I can show different ways of travelling somewhere and name them accurately.</p> <p>Explore modes of transport you have used. Children to be able to describe how they get to school.</p>	<p>Appropriate mode of transport:</p> <p>Focus: I can identify the correct mode of transport used to get to somewhere.</p> <p>Extension: Explain why.</p> <p>I can talk about places they've been and how they got there.</p>	<p>Going on a bus observation</p> <p>Focus: To watch a clip of someone catching a bus.</p> <p>Children to be able to Identify key steps to catching a bus and Identify safety rules.</p> <p>Use vocabulary related to independence and travel (eg. journey, ticket, bus stop, helmet, suitcase).</p>	<p>Sequencing a journey of going on a bus.</p> <p>Children to recap watching a clip of someone going on a bus and then sequence the journey.</p> <p>Use vocabulary related to independence and travel (eg. journey, ticket, bus stop, helmet, suitcase).</p>	<p>Walk around the community recap-linking to Preparing for Adulthood topic.</p> <p>Safety rules Key road signs How to use a traffic light.</p> <p>I can begin to notice safe and unsafe travel behaviours (eg. Wearing a seatbelt, holding hands, using crossings).</p>	<p>Walk around the community recap- linking to Preparing for Adulthood topic.</p> <p>Safety rules Key road signs How to use a traffic light.</p> <p>I can begin to notice safe and unsafe travel behaviours (eg. Wearing a seatbelt, holding hands, using crossings).</p>
	<p>Cooking</p>  <p>TOPIC</p>	<p>Introduction to Healthy Eating</p> <p>Make healthy eating plate using paper plate and widge symbols Talk about 5 a day</p>	<p>Make rainbow fruit kebabs</p> <p>Choose preferred fruit and chop with adult support. Place onto skewers (fine motor skills)</p>	<p>Make funny face sandwiches</p> <p>Use a variety of spreads (healthy options only) and fruit & salad to</p>	<p>Make healthy lunch - rainbow wraps</p> <p>Choose ingredients for wrap and prepare</p>	<p>Make healthy snack - rice cakes</p> <p>Using plain rice cakes students to make one sweet and one savoury</p>	<p>Make pizza</p> <p>Make pizza using ready made base - offer selection of pitta bread, naan bread, crumpets. Students to choose and prepare their own toppings with adult support</p>

	HEALTHY EATING	Talk about daily water intake <i>Skill: I can begin to identify some healthy foods from a selection of pictures</i>	<i>Skill: I can choose fruit to go into a fruit salad</i>	make own sandwich Show photos of ideas <i>Skill: I can spread butter on bread independently</i>	with adult support <i>Skill: I can safely use a knife to chop fruit and vegetables with adult support</i>	from ingredients provided Sweet - fresh fruit, dried fruit, low fat yoghurt Savoury - vegetables, low fat cheese, cheese spread, ham <i>Skill: I can prepare a snack with adult support</i>	<i>Skill: I can make a simple pizza using a ready made pizza base such as pitta bread, crumpet or toast</i>
Education + Employment	Communication and Language 	Focus: Fiction <i>Individual target work and workstation activities.</i>	Focus: Fiction <i>Individual target work and workstation activities.</i>	Focus: Fiction <i>Individual target work and workstation activities.</i>	Focus: Fiction <i>Individual target work and workstation activities.</i>	Focus: Fiction <i>Individual target work and workstation activities.</i>	Focus: Fiction <i>Individual target work and workstation activities.</i>
	Number and Problem Solving 	Focus: Number and Place Value or Multiplication, Division and Fractions <i>Individual target work and workstation activities</i>	Focus: Number and Place Value or Multiplication, Division and Fractions <i>Individual target work and workstation activities</i>	Focus: Number and Place Value or Multiplication, Division and Fractions <i>Individual target work and workstation activities</i>	Focus: Number and Place Value or Multiplication, Division and Fractions <i>Individual target work and workstation activities</i>	Focus: Number and Place Value or Multiplication, Division and Fractions <i>Individual target work and workstation activities</i>	Focus: Number and Place Value or Multiplication, Division and Fractions <i>Individual target work and workstation activities.</i>
	Science 	Focus: Water Skill: What is water used for? Activity:	Focus: Water Skill: To identify sources of water.	Focus: Water Skill: Different states of water.	Focus: Water Activity: Colour mixing with water.	Focus: Water Skill: Floating and sinking.	Focus: Water Skill: To identify which items dissolve in water

		<p>To identify water.</p> <p>To identify what water is used for in each picture.</p>	<p>Explain to children you cannot drink sea water.</p> <p>I can name some sources of water. I can explain where drinking water comes from.</p>	<p>Words: Solid, liquid, melting,</p> <p>Activity: To identify different states of water.</p> <p>Sorting solids and liquids.</p> <p>Extension: Sorting solid, liquid and gases.</p> <p>I can spot when things change like melting, freezing or burning.</p> <p>I can notice and talk about changes I see like melting ice or food colouring.</p>	<p>I can try mix things together and see what happens.</p> <p>I can mix things and describe what happens.</p>	<p>Words: float, sink, heavy, light</p> <p>Activity: Fill a water tray and let children test objects (leaf, stone, spoon, plastic toy).</p> <p>I can carry out a simple test to see what changes happen.</p> <p>I can record my ideas using words. Pictures or simple charts.</p>	<p>Activity: Children to watch BBC KS1 Solutions video and look at the solutions song.</p> <p>I understand that some things dissolve in water and some do not. I can carry out a simple experiment.</p> <p>I can record my ideas using words. Pictures or simple charts.</p> <p>Activity: Water play exploration. Water action skills/</p>
	<p>PfA and Careers</p> 						
<p>Community + Relationships</p>	<p>World Around Us</p>	<p>Geography Focus: Seasons</p>	<p>Geography Focus: Seasons</p>	<p>Geography Focus: Seasons</p>	<p>Geography Focus: Seasons</p>	<p>Geography Focus: Seasons</p>	<p>Geography Focus: Seasons</p>



Skill: Identify the different seasons

Activity: Sorting Autumn and Winter.

Name 1 month found in each season.

Spring

What is the weather like in Spring? What impact does this have on plants, animals and humans?

I know that spring is a time for new life and when plants grow.

Summer

What is the weather like in Summer?

I can identify what people wear, where they visit and what they eat during the Summer months.

Summer and Spring

Skill: Notice the difference between Spring and Summer.

Activity: Sort out what happens in Spring and Summer.

Autumn

Skill: I can identify what happens during Autumn.

Intent: Comparing different climates.

Desert and Antarctica.

Winter

Skill: I can identify what happens during Winter.

PSHE

Mrs Ralphs

Healthy Me
Personal Safety

Skill:
I can understand "yes/no" choices in relation to safe/unsafe scenarios.

Working together - Play 'Copy Cat cooking game'.
Find a partner. Face each other. One makes cooking movement.
Model: stirring, spreading, pouring.
How can I stay safe at home?

Healthy Me
Personal Safety

Skill:
I can discuss what makes a situation safe/unsafe.

Ways to stay safe at home.

Identify hazards in the home.
Kitchen, bathroom, garden.
Circle and find hazards, and how to make safe.

Healthy Me
Personal Safety

Skill:
I can follow single-step safety rules.

Ways to stay safe at home.

Circle and find hazards in the kitchen, bathroom and garden.

Discuss different scenarios and use widget to show how to stay safe.

Healthy Me
Personal Safety

Skill:
I can follow a step-by-step safety sequence.

Identify fire risks using visual images.

Cooking scenario – using visuals to answer questions about what to do and how to make safe.
Recognise Stop, Drop and Roll.

Healthy Me
Personal Safety


Skill:
I can name simple safety rules for roads, water, and railways.

To discuss images of dangers outdoors.
To recognise what might happen on a bike/scooter/walking by the road.
Identify what to do when crossing a road and riding a bike or scooter.

Healthy Me
Personal Safety

Skill:
I can use crossings correctly, avoid unsafe areas, and act safely near water/rail.

To discuss dangers outdoors when by water or a railway.
Pupils to choose how they might feel in the different scenarios using emotion images.

		Use widget images. Discuss.					
	<p>Art</p>  <p>Amethyst</p>	<p>Today we had a mindfulness lesson and used our creative skills to promote a positive mindset.</p>	<p>In art, pupils will be to learning to develop the ability to represent a three-dimensional world on a two-dimensional surface, by creating a convincing illusion of depth and space.</p>	<p>In art, pupils will be to learning to develop the ability to represent a three-dimensional world on a two-dimensional surface, by creating a convincing illusion of depth and space.</p>	<p>Pupils will continue to work on their artwork.</p>	<p>Pupils will continue to work on their artwork.</p>	<p>Pupils will continue to work on their artwork.</p>
	<p>PE</p> 