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| 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>Focus: Shopping - Types of shops. The Big Supermarket</p> <p>Skill: Understanding that one large shop sells 'everything'.</p> <p>Activities: Find items like fruit, cereal, and soap in a shredded paper 'aisle'.</p> | <p>Focus: Shopping - Types of shops. Food specialists</p> <p>Skill: Learning about the Bakery, Greengrocer, and Butcher.</p> <p>Activities: Match the bread/cake to a picture of a bakery, the vegetables/fruit to a greengrocer and the meats to a butcher.</p> | <p>Focus: Shopping - Types of shops. Fun/Leisure and Needs/Medical care</p> <p>Skill: Identifying Toy Shops versus Pharmacies/Chemists.</p> <p>Activities: Use matching cards to put correct items into the shop such as a teddy in the toy shop and medicine in the pharmacy.</p> | <p>Focus: Shopping - Types of shops. The High Street</p> <p>Skill: Learning about the Post Office, Bookshop, and Pet Shop.</p> <p>Activities: Post Office: A tray with paper, envelopes, parcels, and bubble wrap for tactile feedback. Pet Shop: A tray with wood shavings or hay (smell/texture), small plastic animal figures Bookshop: Different textured books (fabric, board, shiny) and bookmarks to practice fine motor skills.</p> | <p>Focus: Shopping -The shopping list</p> <p>Skill: Learning that we only buy what is on our list.</p> <p>Activities: Scavenger Hunt: Use a visual shopping list with pictures to find 3 items in a 'mock' classroom shop.</p> | <p>Focus: Shopping - The checkout</p> <p>Skill: Understanding the final step: paying and packing.</p> <p>Activities: Using a pretend till practise the 'beep' sound of the scanner and putting items into a bag.</p> | |
| |  <p>Cooking</p> <p>Alternate with Art</p> | <p>Art</p> <p><i>(Cooking and Art on alternate weeks)</i></p> | <p>Focus: Microwave - Understanding Temperature</p> <p>Skill: To distinguish between 'hot' and 'cold' and introduce the microwave as a heat source.</p> <p>Activity: A sorting game where children place pictures of objects (ice cream, fire, fridge, sun) onto 'Hot' or 'Cold' mats.</p> | <p>Art</p> <p><i>(Cooking and Art on alternate weeks)</i></p> | <p>Focus: Microwave - Understanding Temperature</p> <p>Skill: To identify 'safe' and 'unsafe' items for the microwave using visual and tactile cues.</p> <p>Activity: Use a pretend Microwave where children practice placing only 'safe' items from a shopping basket into the microwave.</p> | <p>Art</p> <p><i>(Cooking and Art on alternate weeks)</i></p> | <p>Focus: Microwave - Understanding Temperature</p> <p>Skill: To observe how time in the microwave changes temperature and texture.</p> <p>Activity: Heat up water in the microwave from cold to warm and melt chocolate. Let children feel the temperature.</p> | |

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| Education and Employment |  <p>Communication and Language</p> | <p>Focus: Fiction</p> <p>Book: Each, Peach, Pear, Plum by Allan Ahlberg and Janet Ahlberg</p> <p>Little Wandle Phonics Individual target work and workstations</p> | <p>Focus: Fiction</p> <p>Book: Guess How Much I Love You by Sam McBratney</p> <p>Little Wandle Phonics Individual target work and workstations</p> | <p>Focus: Fiction</p> <p>Book: Dear Zoo by Rod Campbell</p> <p>Little Wandle Phonics Individual target work and workstations</p> | <p>Focus: Fiction</p> <p>Book: The Very Hungry Caterpillar by Eric Carle</p> <p>Little Wandle Phonics Individual target work and workstations</p> | <p>Focus: Fiction</p> <p>Book: The Tiger Who Came To Tea by Judith Kerr</p> <p>Little Wandle Phonics Individual target work and workstations</p> | <p>Focus: Fiction</p> <p>Book: The Three Billy Goats Gruff - A Traditional Tale</p> <p>Little Wandle Phonics Individual target work and workstations</p> |
| |  <p>Number and Problem Solving</p> | <p>Focus: Number and Place Value or Addition and Subtraction</p> <p>Skill: Subitising Key Concepts: Subitise (identify quantity without counting) up to 5/10</p> <p>Individual target work and workstations</p> | <p>Focus: Number and Place Value or Addition and Subtraction</p> <p>Skill: Counting & Cardinality Key Concepts: Count objects with 1:1 correspondence; understand that the last number counted is the total.</p> <p>Individual target work and workstations</p> | <p>Focus: Number and Place Value or Addition and Subtraction</p> <p>Skill: Place Value (Tens & Ones) Key Concepts: Understand 'teen' numbers as 10 and some more; begin simple partitioning.</p> <p>Individual target work and workstations</p> | <p>Focus: Number and Place Value or Addition and Subtraction</p> <p>Skill: Addition (Combining Groups) Key Concepts: Understand addition as adding more or combining two groups to make a total.</p> <p>Individual target work and workstations</p> | <p>Focus: Number and Place Value or Addition and Subtraction</p> <p>Skill: Subtraction (Taking Away) Key Concepts: Understand subtraction as taking away from a group; count back on a number line.</p> <p>Individual target work and workstations</p> | <p>Focus: Number and Place Value or Addition and Subtraction</p> <p>Skill: Number Bonds & Fluency Key Concepts: Recall number bonds to 5 and 10.</p> <p>Individual target work and workstations</p> |
| |  <p>Science</p> | <p>Focus: Electricity</p> <p>Skill: I can recognise that some devices need electricity to work (e.g., lamps, toasters).</p> <p>Activities: Use sorting cards to categorise items like a kettle, a teddy bear, and a tablet.</p> | <p>Focus: Electricity</p> <p>Skill: I can talk about safety (e.g., not touching plugs or wires).</p> <p>Activities: Create safety posters using red danger stickers for sockets and wires.</p> | <p>Focus: Electricity</p> <p>Skill: I can begin to explore simple circuits using batteries, bulbs, and wires.</p> <p>Activities: Use batteries bulbs and wires to build a simple loop to light a bulb.</p> | <p>Bank Holiday</p> | <p>Focus: Electricity</p> <p>Skill: I can use terms like 'battery', 'electric' and 'on/off', with support.</p> <p>Activities: Use the circuits from the last lesson and add a switch to break the circuit to turn the bulb off.</p> | <p>Focus: Electricity</p> <p>Skill: I can sort appliances into mains-powered and battery-powered.</p> <p>Activities: Set up two large hula hoops: The Wall Socket Hoop (Mains): Label with a picture of a plug and a socket. The Pocket/Hand Tray (Battery): Label with a picture of a battery. Children to sort a selection of real objects into the two hoops.</p> |

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| Community and Relationships |  <p>World Around Us</p> <p>Alternate with PSHE</p> | <p>Focus: Seasons - Understanding different seasons</p> <p>Skill: <i>I can notice and talk about changes in the weather and seasons.</i></p> <p>Activities: Have a selection of items that we associate with the seasons. Children to name the item or have the adult name them and they put them into the correct season square.</p> | <p>PSHE</p> <p><i>(World Around Us and PSHE on alternate weeks)</i></p> | <p>Focus: Seasons - Understanding different seasons</p> <p>Skill: <i>I can notice and talk about changes in the weather and seasons.</i></p> <p>Activities: Use four teddy bear pictures and pictures of clothes (such as sun hat, thick scarf, raincoat and swimsuit). Depending on the season dress the bear for the weather.</p> | <p>PSHE</p> <p><i>(World Around Us and PSHE on alternate weeks)</i></p> | <p>Focus: Seasons - Understanding different seasons</p> <p>Skill: <i>I can notice and talk about changes in the weather and seasons.</i></p> <p>Activity: Give each child an outline of a bare tree. Use different textures to decorate it for a specific season: Spring: Cotton bud pink blossoms Summer: Green tissue paper leaves. Autumn: Orange and red textured paper leaves. Winter: White glitter or 'snow' painted on the branches.</p> | <p>PSHE</p> <p><i>(World Around Us and PSHE on alternate weeks)</i></p> |
| |  <p>PHSE</p> <p>Alternate with World Around Us</p> | <p>World Around Us</p> <p><i>(World Around Us and PSHE on alternate weeks)</i></p> | <p>Focus: Relationships - Understand different kinds of relationships—like family, friends and classmates.</p> <p>Skill: <i>I can show a basic understanding of family members and friends.</i></p> <p>Activity: Have a photo or two of the child. Ask parents/carers to send in photos of who lives in their house or they can send in a representation (character or drawing) who the child would recognise. Have the children stick photos of their family members onto a 'house' template. Be mindful that</p> | <p>World Around Us</p> <p><i>(World Around Us and PSHE on alternate weeks)</i></p> | <p>Focus: Relationships - Understand different kinds of relationships—like family, friends and classmates.</p> <p>Skill: <i>I can show a basic understanding of family members and friends.</i></p> <p>Activity: Using the outline of the Makaton symbol for friend, stick Widgets of things they like to do with friends such as play on the park, play with toys, chasing, going on a bike/scooter etc.</p> | <p>World Around Us</p> <p><i>(World Around Us and PSHE on alternate weeks)</i></p> | <p>Focus: Relationships - Understand different kinds of relationships—like family, friends and classmates.</p> <p>Skill: <i>I can show a basic understanding of family members and friends.</i></p> <p>Activity: What do we do with our classmates? Have real photographs of the swing, slide, MUGA, class toys and other activities specific to the class that they enjoy with friends. and children choose what activities they like and stick into a generic 'circle' of friends outline.</p> |

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| | | | some children spend their time in two houses. | | | | | |
| Health and Wellbeing |  Music Alternate with ICT | Focus: Music and Movement - To move body to a song Skill: <i>I can begin to match actions to songs.</i> Activities: Heads, shoulders, knees and toes - touching the correct body part at each point in the song. | ICT <i>(Music and ICT on alternate weeks)</i> | Focus: Music and Movement - To move body to a song Skill: <i>I can begin to match actions to songs.</i> Activities: The ants go marching - marching action and pretend to do each of activities when an ant stops each time. | ICT <i>(Music and ICT on alternate weeks)</i> | Focus: Music and Movement - To move body to a song Skill: <i>I can begin to match actions to songs.</i> Activities: Banana, banana, meatball song - doing the actions at the correct time. | ICT <i>(Music and ICT on alternate weeks)</i> | |
| |  ICT Alternate with Music | Music <i>(Music and ICT on alternate weeks)</i> | Focus: Logos Skill: What logos are and why they are important for brands and companies. Activity: Give children a selection of Logo's and see the ones they recognise such as CBeebies, Disney YouTube, LEGO, Apple (iPad), Nintendo, Tesco, Sainsbury's, Asda, Aldi, Lidl, various crisps, Cadbury, Babybel, Coca-cola etc. | Music <i>(Music and ICT on alternate weeks)</i> | Focus: Logos Skill: What logos are and why they are important for brands and companies. Activity: Make a logo for ourselves that shows what we like. Children choose their favourite colour to colour the first letter of their name. From a range of pictures showing activities, food, TV programmes etc. choose some to add to their initial to make up a personalised logo. | Music <i>(Music and ICT on alternate weeks)</i> | Focus: Logos Skill: What logos are and why they are important for brands and companies. Activity: Set up three boxes labelled TV, shop, food. Can the children put each logo card in the correct box? | |
| |  Art | Focus: Light and Dark Skill: <i>I can use shading and texture to make my drawings more interesting.</i> Activity: Provide a tray of items with distinct textures | Cooking <i>(Cooking and Art on alternate weeks)</i> | Focus: Light and Dark Skill: <i>I can use shading and texture to make my drawings more interesting.</i> | Cooking <i>(Cooking and Art on alternate weeks)</i> | Focus: Light and Dark Skill: <i>I can use shading and texture to make my drawings more interesting.</i> | Cooking <i>(Cooking and Art on alternate weeks)</i> | |

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| | <p>Alternate with Cooking</p> | <p>such as a lace doily, a piece of bark, a plastic comb, or a leaf). Place a sheet of paper over the item and use the side of a wax crayon to rub. Use different pressures to see how the texture appears. A light rub shows a little; a hard rub shows a lot. Note the darker and lighter parts of the picture.</p> | | <p>Activity: Use a torch to cast a shadow of a ball onto paper. Trace the shadow. Use a soft charcoal stick to colour inside the shadow and use one finger to rub the charcoal to blend the dark parts (shading).</p> | | <p>Activity: Provide a large, simple outline of a fish. Use the end of a celery stick dipped in paint to 'stamp' scales onto the fish's body. Once dry, use a dark crayon to add a 'shady tummy' at the bottom of the fish to make the fish look 'round'.</p> | |
| | <p> PE</p> | <p>Focus: Running - Improve their running skills, including speed, endurance, and technique. Skill: <i>I can experiment with different speeds.</i> Learn the difference between walking, jogging, and sprinting. Activity: Using large cones as markers around the MUGA (in a circle) children are to walk to the first cone, then a slow jog to the second cone, then a fast run to the third cone and back to the start to repeat again.</p> | <p>Focus: Running - Improve their running skills, including speed, endurance, and technique. Skill: <i>I can run keeping my head up and my arms moving forward.</i> To focus on the 'pump' of the arms to help the legs move faster. Activity: Sit on the floor and swing elbows back and forth (90 degrees) whilst holding a beanbag in each hand. Then, stand up and try running up and down in the MUGA using arms to drive movement.</p> | <p>Focus: Running - Improve their running skills, including speed, endurance, and technique. Skill: <i>I can practice running short distances.</i> Endurance - how to keep going without stopping. Activity: Play slow, steady music. The children must move around the circle of cones without stopping until the music ends. The goal is to stay moving rather than being first/the quickest. Use a visual timer so children can see exactly how much time is left.</p> | <p>Focus: Running - Improve their running skills, including speed, endurance, and technique. Skill: <i>I can move with more control and balance.</i> Lifting knees and landing softly. Activity: Focus on 'light' running rather than heavy 'stomping'. Blow bubbles and use bubble wrap on the floor. Children to run on their toes lightly on the bubble wrap and pop bubbles with high knees.</p> | <p>Focus: Running - Improve their running skills, including speed, endurance, and technique. Skill: <i>I am developing running control by running around and between obstacles.</i> Speed and Precision Activity: Beanbag Relay. Run from a start line to a hoop weaving between cones, drop a beanbag and run back. Focus on the turn and running faster in a straight line to get back. The next child then has a turn.</p> | <p>Focus: Running - Improve their running skills, including speed, endurance, and technique. Skill: <i>I can experiment with different speeds and directions.</i> Combining speed, endurance and technique. Activity: In the MUGA children run from one side to the other either with a sprint, jog or using high legs. Children to change each time they turn.</p> |
| | <p> Out and About</p> | <p>Daily mile, trip to local parks, café, local shops, library, swimming, soft play, walk around the local area etc.</p> | <p>Daily mile, trip to local parks, café, local shops, library, swimming, soft play, walk around the local area etc.</p> | <p>Daily mile, trip to local parks, café, local shops, library, swimming, soft play, walk around the local area etc.</p> | <p>Daily mile, trip to local parks, café, local shops, library, swimming, soft play, walk around the local area etc.</p> | <p>Daily mile, trip to local parks, café, local shops, library, swimming, soft play, walk around the local area etc.</p> | <p>Daily mile, trip to local parks, café, local shops, library, swimming, soft play, walk around the local area etc.</p> |

