








Class:		Topaz Class			Topic: Journeys			
Area of Learning		<u>Week 1</u> Date: 01.06.26  <u>3 day week</u>	<u>Week 2</u> Date: 08.06.26	<u>Week 3</u> Date: 15.06.26	<u>Week 4</u> Date: 22.06.26	<u>Week 5</u> Date: 29.06.26	<u>Week 6</u> Date: 06.07.26	<u>Wee7</u> Date:13.07.26  <u>3 day week</u>
Independent Living	<b>My Independence</b> 	<u>Shopping</u> LO: To experience walking to the local shop with adult support.  Activity: In small groups children walk to the local shop with adults to explore the route and environment.  <i>I can travel with increasing control, awareness of others, and spatial understanding.</i>	<u>Shopping</u> LO: To experience walking to the local shop with adult support.  Activity: In small groups children walk to the local shop with adults to explore the route and environment.  <i>I can travel with increasing control, awareness of others, and spatial understanding.</i>	<u>Shopping</u> LO: To experience walking to the local shop with adult support.  Activity: In small groups children walk to the local shop with adults to explore the route and environment.  <i>I can travel with increasing control, awareness of others, and spatial understanding.</i>	<u>Shopping</u> LO: To experience walking to the local shop with adult support.  Activity: In small groups children walk to the local shop with adults to explore the route and environment.  <i>I can travel with increasing control, awareness of others, and spatial understanding.</i>	<u>Shopping</u> LO: To experience walking to the local shop with adult support.  Activity: In small groups children walk to the local shop with adults to explore the route and environment.  <i>I can travel with increasing control, awareness of others, and spatial understanding.</i>	<u>Shopping</u> LO: To experience walking to the local shop with adult support.  Activity: In small groups children walk to the local shop with adults to explore the route and environment.  <i>I can travel with increasing control, awareness of others, and spatial understanding.</i>	<u>No lesson</u>
	<b>Cooking</b> 	<u>Bread</u> <b>Intent:</b> _Kneading  <b>LO:</b> To explore and touch different bread ingredients using their senses.  <b>Activity:</b> Children investigate flour, water, yeast and dough through touching, squeezing, sprinkling and smelling.  <i>I can explore food textures by touching different food</i>	<u>Bread</u> <b>LO:</b> To press and squash dough using hands and tools.  <b>Activity:</b> Children squash soft dough with hands, palms and rollers to feel resistance and texture changes.  <i>I can roll materials (such as salt dough) using a rolling pin when modelled by an adult</i>	<u>Bread</u> <b>LO:</b> To roll and stretch dough using simple kneading movements.  <b>Activity:</b> Children roll, pull and stretch dough into long shapes like breadsticks.  <i>I can roll shapes and flatten materials (such as salt dough) with my hands</i>	<u>Bread</u> <b>LO:</b> To practise basic kneading by pushing and folding dough.  <b>Activity:</b> Children copy adult modelling to push dough forward, fold it back and repeat.  <i>I can roll shapes and flatten materials (such as salt dough) with my hands</i>	<u>Bread</u> <b>LO:</b> To knead dough to prepare it for shaping.  <b>Activity:</b> Children knead dough before creating simple bread shapes such as balls, twists or flat rounds.  <i>I can roll shapes and flatten materials (such as salt dough) with my hands</i>	<u>Bread</u> <b>LO:</b> To use kneading skills to make a simple bread product.  <b>Activity:</b> Children knead, shape and decorate their own bread before baking and tasting it.  <i>I can roll shapes and flatten materials (such as salt dough) with my hands</i>	<u>No lesson</u>
Education + Employment	<b>Communication and Language</b> 	<u>Fables</u> The tortoise and the hare  Little wandle phonics EFL individual targets TEACCH workstations	<u>Fables</u> The tortoise and the hare  Little wandle phonics EFL individual targets TEACCH workstations	<u>Fables</u> The boy who cried wolf  Little wandle phonics EFL individual targets TEACCH workstations	<u>Fables</u> The boy who cried wolf  Little wandle phonics EFL individual targets TEACCH workstations	<u>Fables</u> The lion and the mouse  Little wandle phonics EFL individual targets TEACCH workstations	<u>Fables</u> The lion and the mouse  Little wandle phonics EFL individual targets TEACCH workstations	

	<p><b>Number and Problem Solving</b></p> 	<p><u>Time and money</u></p> <p><u>Focus- Time</u></p> <p><u>L.O</u> To recognise what is happening now and what happens next.</p> <p>EFL individual targets</p>	<p><u>Time and money</u></p> <p><u>Focus- Time</u></p> <p>L.O To sequence familiar parts of the school day.</p> <p>EFL individual targets</p>	<p><u>Time and money</u></p> <p><u>Focus- Time</u></p> <p>LO: To recognise and explore a clock</p> <p>EFL individual targets</p>	<p><u>Time and money</u></p> <p><u>Focus- Money</u></p> <p>LO: LO: To explore and recognise coins</p> <p>EFL individual targets</p>	<p><u>Time and money</u></p> <p><u>Focus- Money</u></p> <p>LO: To match the same coins</p> <p>EFL individual targets</p>	<p><u>Time and money</u></p> <p><u>Focus- Money</u></p> <p>LO: To identify different coins</p> <p>EFL individual targets</p>	
	<p><b>Science</b></p> 	<p><u>Materials</u></p> <p>LO: To explore and experience different materials using the senses.</p> <p>Activity: Children rotate through sensory trays filled with different materials (e.g. wood, metal, fabric, plastic, foil, sponge and paper) to touch, squeeze, tap and explore.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p>	<p><u>Materials</u></p> <p>LO: To identify materials that are hard or soft.</p> <p>Activity: Children investigate objects, squeezing and touching them before sorting into hard and soft basket</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p>	<p><u>Materials</u></p> <p>LO: To explore rough and smooth textures.</p> <p>Activity: children to explore rough and smooth textures.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p>	<p><u>Materials</u></p> <p>LO: To investigate which materials absorb water and which keep water out.</p> <p>Activity: Children splash and pour water onto materials like paper towel, fabric, foil and plastic to see what soaks up water.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p>	<p><u>Materials</u></p> <p>LO: To explore which materials float or sink.</p> <p>Activity: Children test different objects in a water tray and predict or observe whether they float or sink.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p>	<p><u>Materials</u></p> <p>LO: To explore how materials can change shape.</p> <p>Activity: Children pull, twist, bend and stretch materials such as elastic bands, pipe cleaners, paper and fabric.</p> <p><i>I can show curiosity and persistence when investigating new objects or activities.</i></p>	<p><u>No lesson</u></p>
<p><b>Community + Relationships</b></p>	<p><b>World Around Us</b></p> 	<p>Subject: RE Topic: Judaism</p> <p>LO: To explore symbols linked to Judaism.</p> <p>Activity: Children decorate large printed outlines of the Star of David using paint, collage materials, glitter or tissue paper.</p> <p><i>Listens to religious stories, notices artefacts or festivals, engages with simple questions about "special".</i></p>	<p>Subject: RE Topic: Judaism</p> <p>LO: To explore colour and pattern through Jewish artefacts.</p> <p>Activity: Children colour and decorate printed pictures of a Menorah using paint, stickers and sensory materials.</p> <p><i>Listens to religious stories, notices artefacts or festivals, engages with simple questions about "special".</i></p>	<p>Subject: RE Topic: Judaism</p> <p>LO: To explore light as part of Jewish celebrations.</p> <p>Activity: Children create a paper candle craft by decorating printed candle templates with yellow, orange and red collage materials.</p> <p><i>Listens to religious stories, notices artefacts or festivals, engages with simple questions about "special".</i></p>	<p>Subject: RE Topic: Judaism</p> <p>LO: To explore special foods linked to Judaism.</p> <p>Activity: Children taste, smell and handle bread (challah if possible, or any bread) and grape juice, then complete a simple bread decorating or spreading activity.</p> <p><i>Listens to religious stories, notices artefacts or festivals, engages with simple questions about "special".</i></p>	<p>Subject: RE Topic: Judaism</p> <p>LO: To respond to Jewish celebrations through creative making.</p> <p>Activity: Children make and decorate simple spinning paper Dreidel templates using crayons, stickers and colour.</p> <p><i>Listens to religious stories, notices artefacts or festivals, engages with simple questions about "special".</i></p>	<p>Subject: RE Topic: Judaism</p> <p>LO: To revisit and respond to learning about Judaism.</p> <p>Activity: Children choose their favourite symbol or craft from previous weeks to colour, decorate or remake using preferred sensory materials.</p> <p><i>Listens to religious stories, notices artefacts or festivals, engages with simple questions about "special".</i></p>	<p><u>No lesson</u></p>

	<p><b>PHSE</b></p> 	<p><b>Topic: Health</b> <b>Intent:</b> Understand what it means to be healthy—covering physical health, mental wellbeing, and healthy habits.</p> <p>LO: To experience healthy foods as part of snack time.</p> <p>Activity: Children will have fruit available during snack each day and explore, taste or choose healthy snack options.</p> <p><i>I can begin to identify healthy/unhealthy foods.</i></p>	<p><b>Topic: Health</b></p> <p>LO: To understand that drinking water helps keep us healthy.</p> <p>Activity: Children decorate a printed water bottle and adults encourage regular drinking throughout the day using visual prompts.</p> <p><i>I can recognise when I feel hungry, thirsty, tired.</i></p>	<p><b>Topic: Health</b></p> <p>LO: To experience movement as part of keeping healthy.</p> <p>Activity: Children complete the daily sensory circuit and respond to different movement activities such as jumping, stretching or balancing.</p> <p><i>I can understand why exercise is important for health.</i></p>	<p><b>Topic: Health</b></p> <p>LO: To practise handwashing to keep clean and healthy.</p> <p>Activity: Children follow the daily handwashing routine before snack and complete a simple handwashing picture matching activity.</p> <p><i>I can understand with adult support simple hygiene routines (washing hands, brushing teeth).</i></p>	<p><b>Topic: Health</b></p> <p>LO: To experience calm activities that help our bodies rest.</p> <p>Activity: Children take part in daily after-lunch relaxation using calming music, sensory resources and quiet regulation time.</p> <p><i>I know basic ways to stay calm and happy (breathing, talking to trusted adults).</i></p>	<p><b>Topic: Health</b></p> <p>LO: To explore ways we keep our bodies clean.</p> <p>Activity: Children match and sort pictures of healthy hygiene routines such as washing hands, having a bath, brushing hair and getting dressed.</p> <p><i>I can understand with adult support simple hygiene routines (washing hands, brushing teeth).</i></p>	<u>No lesson</u>
	<p><b>Music</b></p> 	<p><b>Topic:</b> Instruments and Actions <b>Intent:</b> Following instructions</p> <p>Music is delivered by an external provider, with a focus on encouraging pupils to use instruments in line with the topic and intent.</p> <p><i>I can enjoy songs, rhymes, and repetitive sounds.</i></p>						
<p><b>Health + Wellbeing</b></p>	<p><b>I.T</b></p> 	<p><b>Topic: Multimedia</b> <b>Intent:</b> How to use different types of media, pictures, sounds, and videos—to share ideas and tell stories</p> <p>LO: To interact with pictures using technology.</p> <p>Activity: Children explore and select familiar pictures on the interactive board or tablet by touching, matching or choosing images.</p> <p><i>I can understand that technology has a purpose (e.g., to take photos, play music, find information).</i></p>	<p><b>Topic: Multimedia</b></p> <p>LO: To experience taking photographs.</p> <p>Activity: Children use a tablet with adult support to take simple photos of classroom objects, toys or friends.</p> <p><i>I can understand that technology has a purpose (e.g., to take photos, play music, find information).</i></p>	<p><b>Topic: Multimedia</b></p> <p>LO: To respond to photographs on a screen.</p> <p>Activity: Children look through photos taken in class and identify, match or react to familiar people and objects.</p> <p><i>I can understand that technology has a purpose (e.g., to take photos, play music, find information).</i></p>	<p><b>Topic: Multimedia</b></p> <p>LO: To respond to different sounds using technology.</p> <p>Activity: Children press buttons, switches or tablet icons to listen to animal sounds, environmental sounds or familiar classroom noises.</p> <p><i>I can understand that technology has a purpose (e.g., to take photos, play music, find information).</i></p>	<p><b>Topic: Multimedia</b></p> <p>LO: To select media to communicate a preference.</p> <p>Activity: Children choose preferred sounds, songs or pictures on a tablet or interactive board.</p> <p><i>I can understand that technology has a purpose (e.g., to take photos, play music, find information).</i></p>	<p><b>Topic: Multimedia</b></p> <p>LO: To contribute to a simple digital class story.</p> <p>Activity: Children help choose photos, sounds or video clips from previous weeks to create a simple class slideshow about their learning.</p> <p><i>I can understand that technology has a purpose (e.g., to take photos, play music, find information).</i></p>	<u>No lesson</u>

	<p style="text-align: center;"><b>Art</b></p> 	<p><u>No lesson</u></p>	<p><b>Topic:</b> Stephen Wiltshire</p> <p><b>LO:</b> To make marks to represent buildings.</p> <p><b>Activity:</b> Children use chunky pens, paint sticks or sensory mark-making tools to create vertical and horizontal lines.</p> <p><i>I can use a variety of techniques, textures, and materials in my artwork.</i></p>	<p><b>Topic:</b> Stephen Wiltshire</p> <p>LO: To create building shapes using art materials.</p> <p>Activity: Children use sponges, blocks or printing shapes dipped in paint to make squares and rectangles like windows and buildings.</p> <p><i>I can use a variety of techniques, textures, and materials in my artwork.</i></p>	<p><b>Topic:</b> Stephen Wiltshire</p> <p><b>LO:</b> To create textured building pictures.</p> <p><b>Activity:</b> Children stick card, foil, corrugated paper and textured materials onto printed building outlines.</p> <p><i>I can use a variety of techniques, textures, and materials in my artwork.</i></p>	<p><b>Topic:</b> Stephen Wiltshire</p> <p><b>LO:</b> To add colour to simple city pictures.</p> <p><b>Activity:</b> Children paint or colour large printed skyline templates using rollers, brushes or finger paints.</p> <p><i>I can use a variety of techniques, textures, and materials in my artwork.</i></p>	<p><b>Topic:</b> Stephen Wiltshire</p> <p><b>LO:</b> To explore making buildings using construction materials.</p> <p><b>Activity:</b> Children build towers and city shapes using blocks, boxes, Duplo or recyclable materials.</p> <p><i>I can use a variety of techniques, textures, and materials in my artwork.</i></p>	<p><b>Topic:</b> Stephen Wiltshire</p> <p><b>LO:</b> To contribute to a shared city artwork.</p> <p><b>Activity:</b> Children add paint, collage, marks or printed shapes to a large collaborative class cityscape inspired by Stephen Wiltshire.</p> <p><i>I can use a variety of techniques, textures, and materials in my artwork.</i></p>
	<p style="text-align: center;"><b>PE</b></p> 	<p><u>No lesson</u></p>	<p>Topic: Olympics</p> <p>LO: To move around space in different ways.</p> <p>Activity: Children explore running, walking and moving around the hall or playground during free movement play.</p> <p><i>I can run in free play</i></p>	<p>Topic: Olympics</p> <p>LO: To explore jumping safely.</p> <p>Activity: Children jump on spots, over lines or between hoops during active play exploration.</p> <p><i>I can explore different ways of moving (e.g., walking, hopping, skipping, jumping).</i></p>	<p>Topic: Olympics</p> <p>LO: To explore moving objects using our hands.</p> <p>Activity: Children explore throwing, rolling and pushing balls and beanbags during play-based outdoor activities.</p> <p><i>I can move objects in a deliberate way -(throw, roll, drop).</i></p>	<p>Topic: Olympics</p> <p>LO: To explore balancing using different equipment.</p> <p>Activity: Children use balance beams, benches, stepping stones or playground equipment during exploratory movement play.</p> <p><i>I can explore different ways of moving (e.g., walking, hopping, skipping, jumping).</i></p>	<p>Topic: Olympics</p> <p>LO: To explore different ways to move equipment.</p> <p>Activity: Children push, pull, carry or transport balls, hoops and beanbags during structured play challenges.</p> <p><i>I can move objects in a deliberate way -(throw, roll, drop).</i></p>	<p>Topic: Olympics</p> <p>LO: To explore movement alongside others.</p> <p>Activity: Children take part in parachute play, group movement games or shared sensory movement exploration.</p> <p><i>I can move objects in a deliberate way -(throw, roll, drop).</i></p>