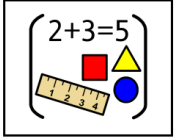
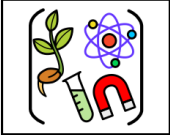


Class:		Topaz Class			Topic: Courage and Bravery				
Area of Learning		<u>Week 1</u> <u>Date:31.08.26</u> 31.08.26- Bank holiday 01.09.26- Inset day	<u>Week 2</u> <u>Date: 7.09.26</u>	<u>Week 3</u> <u>Date: 14.09.26</u>	<u>Week 4</u> <u>Date: 21.09.26</u>	<u>Week 5</u> <u>Date: 28.09.26</u>	<u>Week 6</u> <u>Date: 05.10.26</u>	<u>Wee7</u> <u>Date:12.10.26</u>	<u>Week 8</u> <u>Date:19.10.26</u>
Independent Living	My Independence 	No lesson	Dressing and Undressing LO. To explore and recognise different items of clothing. Activity- children to explore different clothing items, matching to pictures/ symbols with adult support. <i>Makes simple choices (clothes, snacks).</i>	Dressing and Undressing L.O. To identify and match clothing to the correct part of the body. Activity- With adult support children will be encouraged to dress a laminated person by matching clothing items to the correct part of the body (e.g.- hat on head, shoes on feet, trousers on legs) <i>Makes simple choices (clothes, snacks).</i>	Dressing and Undressing L.O. To participate in dressing a person in the correct order. Activity- With adult support children will be encouraged to dress a laminated person by selecting and placing clothing items in the correct order (e.g.- top, trousers, socks and shoes). <i>Makes simple choices (clothes, snacks).</i>	Dressing and Undressing L.O. To use different types of fastenings Activity- with adult support children will be encouraged to use different types of fastenings (e.g. zips, buttons and Velcro). <i>Can close a zipper</i> <i>Can fasten Velcro</i>	Dressing and Undressing L.O. To participate in putting on an item of clothing. Activity- With adult support children will be encouraged to put on an item of clothing (e.g.- hat, gloves, socks) <i>To accept support when being dressed/undressed</i>	Dressing and Undressing L.O. To participate in taking off an item of clothing. Activity- With adult support children will be encouraged to take off an item of clothing (e.g. hat, coat, socks) and place it in the appropriate place <i>To accept support when being dressed/undressed.</i>	Dressing and Undressing L.O. To participate in choosing and putting on an item of clothing. Activity- With adult support children will be encouraged to choose an item from the dressing-up box and practise putting it on and taking it off. <i>To accept support when being dressed/undressed</i>
	Cooking 	Topic: Basic cooking skills/Life skills L.O. To participate in washing hands before cooking. Activity- With adult support children will be encouraged to wash their hands before cooking and explore mixing water and soap to create bubbles using their hands, whisks and sponges.	Topic: Basic cooking skills/Life skills L.O. To participate in mixing two ingredients together. Activity- With adult support children will be encouraged to pour and mix flour and water together using spoons, whisks and their hands to	Topic: Basic cooking skills/Life skills L.O. To explore changes when mixing different colours. Activity- With adult support children will be encouraged to mix two different coloured liquids together using jugs, spoons and whisks and observe the colour change.	Topic: Basic cooking skills/Life skills L.O. To explore different textures through mixing. Activity- With adult support children will be encouraged to mix dry ingredients such as oats or rice with water using their hands and cooking utensils to explore different textures	Topic: Basic cooking skills/Life skills L.O.- To wash cutlery. Activity- Children will explore washing spoons, forks and other cutlery in warm soapy water with adult support, developing their understanding of keeping kitchen	Topic: Basic cooking skills/Life skills L.O. To explore and mix two different ingredients together. Activity- With adult support children will be encouraged to mix oats and yoghurt together using spoons and their hands, exploring the different textures and	Topic: Basic cooking skills/Life skills L.O. To explore and mix two ingredients together. Activity- With adult support children will be encouraged to mix jelly powder and water together using spoons and whisks, exploring the	Topic: Basic cooking skills/Life skills L.O. To participate in making a simple food item. Activity- With adult support children will be encouraged to wash their hands before following a simple visual recipe to pour, mix and

		<i>I can wash my hands before handling food with a verbal prompt</i>	explore the changing texture. <i>I can mix 2 or more ingredients together with a wooden spoon with adult support</i>	<i>I can mix 2 or more ingredients together with a wooden spoon with adult support</i>	<i>I can mix 2 or more ingredients together with a wooden spoon with adult support</i>	equipment clean and hygienic. <i>I can wash up my dirty cooking equipment with adult support</i>	changes as the ingredients combine. <i>I can mix 2 or more ingredients together with a wooden spoon with adult support</i>	different textures, smells and changes as the ingredients combine. <i>I can mix 2 or more ingredients together with a wooden spoon with adult support</i>	spoon cornflake cake mixture into cases. <i>I can mix 2 or more ingredients together with a wooden spoon with adult support</i>
Education + Employment	Communication and Language 	Fairy Tales Goldilocks L.O I can explore a book Little wandle phonics EFL individual targets TEACCH workstations	Fairy Tales Goldilocks L.O To identify objects used in stories Little wandle phonics EFL individual targets TEACCH workstations	Fairy Tales Goldilocks L.O I can describe a character Little wandle phonics EFL individual targets TEACCH workstations	Fairy Tales Jack and the bean stalk L.O To engage in a familiar story Little wandle phonics EFL individual targets TEACCH workstations	Fairy Tales Jack and the bean stalk L.O I can recognise a character from a familiar story Little wandle phonics EFL individual targets TEACCH workstations	Fairy Tales Jack and the bean stalk L.O. To explore key words from the story. Little wandle phonics EFL individual targets TEACCH workstations	Fairy Tales The three little pigs To recognise main characters of a story Little wandle phonics EFL individual targets TEACCH workstations	Fairy Tales The three little pigs To explore where fairy tales happen Little wandle phonics EFL individual targets TEACCH workstations
	Number and Problem Solving 	Number and Place Value 5 Green bottles L.O To explore quantities using objects. EFL individual targets	Number and Place Value 5 Green bottles L.O To match quantities of objects. EFL individual targets	Number and Place Value 5 sizzling sausages L.O To explore one-to-one correspondence. EFL individual targets	Number and Place Value 5 sizzling sausages L.O To recognise small quantities. EFL individual targets	Number and Place Value 1,2,3,4,5 Once I caught a fish alive L.O To explore numbers to 5. EFL individual targets	Number and Place Value 1,2,3,4,5 Once I caught a fish alive L.O To match numbers to quantities. EFL individual targets	Number and Place Value 5 little ducks L.O To count and recognise quantities. EFL individual targets	Number and Place Value 5 little ducks L.O To explore one less. EFL individual targets

	Science 	No Lesson	Animals including Humans LO: To identify animals. Activity: Explore an animal-themed sensory tray and find, match and name different animals. <i>I can notice and describe simple differences between animals.</i>	Animals including Humans LO: To identify animal body parts. Activity: Build animals using loose body parts and match them to the correct animal. <i>I can notice and describe simple differences between animals.</i>	Animals including Humans LO: To explore how animals move. Activity: Move like different animals following song. <i>I can notice and describe simple differences between animals.</i>	Animals including Humans LO: To explore the sounds animals make. Activity: Listen to animal sounds and then match. <i>I can notice and describe simple differences between animals.</i>	Animals including Humans LO: To explore how animals feel. Activity: Explore different animal textures using fur, feathers, scales and other sensory materials. <i>I can notice and describe simple differences between animals.</i>	Animals including Humans LO: To explore different animal habitats. Activity: Match animals to their habitats using sensory trays, props and animal figures. <i>I can notice and describe simple differences between animals.</i>	Animals including Humans LO: To recognise that animals have babies. Activity: Match baby animals to their parents and explore how baby animals grow and change. <i>I can notice and describe simple differences between animals.</i>
Community + Relationships	World Around Us 	Black History LO: To listen to a simple story about Martin Luther King Jr. Activity: With adult support, pupils will explore the idea of dreams by decorating a jar and adding pictures or symbols to represent their own dreams or hopes, linking this to Martin Luther King's "I have a dream" message. <i>I can show curiosity and persistence when investigating new objects or activities.</i>	Black History LO: To explore the idea of peace and togetherness. Activity: Pupils create a big "dream" mural with handprints in different colours (paint or cut-outs) to symbolise people being together <i>I can show curiosity and persistence when investigating new objects or activities.</i>	Black History LO: To listen to a simple story about Rosa Parks Activity: Adults tell a story with props (a toy bus, figures). Children place figures on the bus and explore the idea of "sitting together." <i>I can show curiosity and persistence when investigating new objects or activities.</i>	Black History LO: To explore making choices. Activity: Children choose seats in a role-play bus area, exploring free choice with adult support <i>I can show curiosity and persistence when investigating new objects or activities.</i>	Black History LO: To listen to a simple story about Mary Seacole. Activity: Adults share a short story with pictures about Mary helping soldier. Then to use bandages/ plasters in role play as doctors. <i>I can show curiosity and persistence when investigating new objects or activities.</i>	Black History LO: To explore the herbs and spices Mary Seacole used. Activity: Smelling station – mint leaves, lavender, or mild herbs to represent Mary's herbal remedies. <i>I can show curiosity and persistence when investigating new objects or activities.</i>	Black History LO: To listen to a simple story about Usain Bolt. Activity: Adults share a simple story of Usain racing. Pupils explore by matching picture cards of running vs resting <i>I can show curiosity and persistence when investigating new objects or activities.</i>	Black History LO: To explore movement through running and racing. Activity: Children take part in a fun sensory sports day – short running races, cheering with Jamaican flags, music, and bubbles. <i>I can show curiosity and persistence when investigating new objects or activities.</i>
	PHSE 	Friendship L.O. To play with others. Activity- Children will play alongside a peer using shared toys and sensory activities.	Friendship L.O. To know what a friend is. Activity- Children will explore friendship through circle time.	Friendship L.O. To take turns. Activity- Children will practise taking turns during a parachute game and ball games.	Friendship L.O. To share with others. Activity- Children will explore sharing through circle time.	Friendship L.O. To play nicely together. Activity- Children will take part in cooperative parachute	Friendship L.O. To know what to do when I am cross. Activity- Children will explore simple calming strategies during circle time.	Friendship L.O. To solve a problem. Activity- Children will practise solving simple problems during shared play,	Friendship L.O. To be a good friend. Activity- Children will revisit friendship skills through circle time.

		<i>I can tolerate others playing in my personal space.</i>	<i>I can take part in structured play sessions where children practice turn-taking and sharing.</i>	<i>I can tolerate others playing in my personal space.</i>	<i>I can take part in structured play sessions where children practice turn-taking and sharing.</i>	and construction activities. <i>I can tolerate others playing in my personal space.</i>	<i>I can take part in structured play sessions where children practice turn-taking and sharing.</i>	such as sharing and taking turns. <i>I can tolerate others playing in my personal space.</i>	<i>I can take part in structured play sessions where children practice turn-taking and sharing.</i>
Health + Wellbeing	Music 	Topic: Music of Heroes Intent: Using instruments and body percussion. Music is delivered by an external provider, with a focus on encouraging pupils to use instruments in line with the topic and intent. <i>I can enjoy songs, rhymes, and repetitive sounds.</i>							
	I.T 	No lesson	Safety and Security L.O. To use ICT safely. Activity- Children will practise using a tablet safely by holding, touching and selecting items appropriately. <i>I can begin to use age-appropriate apps with adult support.</i>	Safety and Security L.O. To explore ICT. Activity- Children will explore a simple cause-and-effect game with adult support. <i>I can begin to use age-appropriate apps with adult support.</i>	Safety and Security L.O. To make choices on ICT. Activity- Children will choose between two simple games or activities using a tablet. <i>I can begin to use age-appropriate apps with adult support.</i>	Safety and Security L.O. To explore symbols on ICT. Activity- Children will explore familiar symbols and pictures on a tablet or computer. <i>I can begin to use age-appropriate apps with adult support.</i>	Safety and Security L.O. To explore safe ICT use. Activity- Children will explore a tablet safely with an adult, practising gentle hands and appropriate use. <i>I can begin to use age-appropriate apps with adult support.</i>	Safety and Security L.O. To explore cause and effect. Activity- Children will explore a simple game where touching the screen creates an immediate response. <i>I can begin to use age-appropriate apps with adult support.</i>	Safety and Security L.O. To enjoy ICT. Activity- Children will revisit a familiar ICT game and explore it independently or with adult support. <i>I can begin to use age-appropriate apps with adult support.</i>
	Art 	No lesson	Print L.O.- To make prints using fruit and vegetables. Activity- Children will explore using cut fruit and vegetables to make different prints with adult support if needed.	Print L.O.- To make prints using wooden blocks or Lego. Activity- Children will explore using wooden blocks or Lego to make prints, exploring the different shapes and patterns they can create with adult support if needed.	Print L.O.- To make prints using bubble wrap. Activity- Children will explore using bubble wrap to make textured prints, with adult support if needed.	Print L.O.- To make prints using natural materials. Activity- Children will explore using natural materials such as leaves and twigs to make different prints and textures with	Print L.O.- To make prints using plastic bottles. Activity- Children will explore using the bottom of plastic bottles to make circular prints, with adult support if needed.	Print L.O.-To make prints using sponges. Activity- Children will explore using different shaped sponges to make prints with adult support if needed.	Print L.O.- To make prints using my hands and fingers. Activity- Children will explore using their hands and fingers to make different prints and patterns, with adult support if needed.

			<i>I can explore and play with different materials, textures, and tools.</i>	<i>I can explore and play with different materials, textures, and tools.</i>	<i>I can explore and play with different materials, textures, and tools.</i>	adult support if needed. <i>I can explore and play with different materials, textures, and tools.</i>	<i>I can explore and play with different materials, textures, and tools.</i>	<i>I can explore and play with different materials, textures, and tools.</i>	<i>I can explore and play with different materials, textures, and tools.</i>
	PE 	No lesson	Hand eye coordination L.O. To explore beanbags. Activity- Children will explore holding, carrying and dropping beanbags into a basket. <i>I can move objects in a deliberate way -(throw, roll, drop).</i>	Hand eye coordination L.O. To roll a ball. Activity- Children will practise rolling a ball towards an adult or target. <i>I can move objects in a deliberate way -(throw, roll, drop).</i>	Hand eye coordination L.O. To throw a beanbag. Activity- Children will practise throwing beanbags into a basket or hoop with adult support. <i>I can throw and object into a large close target area.</i>	Hand eye coordination L.O. To catch a ball. Activity- Children will practise catching or stopping a large soft ball rolled towards them. <i>I can move objects in a deliberate way -(throw, roll, drop).</i>	Hand eye coordination L.O.- To kick a ball. Activity- Children will explore kicking a large soft ball towards an adult or target with adult support if needed. <i>I can manipulate a variety of balls - kicking</i>	Hand eye coordination L.O. To move equipment. Activity- Children will practise moving balls and beanbags between different targets or containers. <i>I can move objects in a deliberate way -(throw, roll, drop).</i>	Hand eye coordination L.O.- To explore moving with different equipment. Activity- Children will explore carrying, pushing and moving simple PE equipment such as balls, hoops and beanbags with adult support if needed. <i>I can move objects in a deliberate way -(throw, roll, drop).</i>