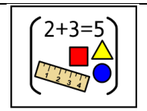
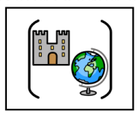
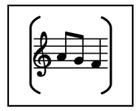
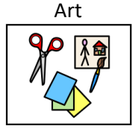
Class:		Topaz Class			Topic: Survival			
Area of Learning		**Week 1** **Date: 2.11.26**	**Week 2** **Date: 9.11.26**	**Week 3** **Date: 16.11.26**	**Week 4** **Date: 23.11.26**	**Week 5** **Date: 30.11.26**	**Week 6** **Date: 07.11.26**	**Wee7** **Date:14.11.26**
Independent Living	My Independence 	Dressing and Undressing L.O.: To participate in dressing and undressing during daily routines. **Activity:** Building on last term's dressing and undressing lessons, pupils will practise these skills within timetabled routines, including preparing for forest school, walks and trips, with continued support to develop independence and awareness of safety and privacy. *To accept support when being dressed/undressed*						
	Cooking 	Food Around the World- Italy L.O to look at pictures and explore foods from Italy. Activity-Explore the Italian flag and match identical pictures of Italian foods, including pasta and pizza. *I can identify basic foods from pictures eg fruit, vegetables, bread, meat*	Food Around the World- Italy L.O to explore different pasta shapes Activity-Explore dried pasta using hands, scoops and containers *I can identify that pasta comes from Italy and know there are different types eg spaghetti, macaroni*	Food Around the World- Italy L.O to explore cooked and dry pasta Activity- Explore a sensory tray of dry and cooked pasta. *I can identify that pasta comes from Italy and know there are different types eg spaghetti, macaroni*	Food Around the World- Italy L.O To choose pizza toppings. Activity-Look at pizza photographs, then choose and attach picture toppings to a pretend pizza base. *I can engage in role play with pretend food*	Food Around the World- Italy L.O To spread sauce onto a pitta. Activity-Practise spreading tomato sauce onto a pitta using a spoon or spreader with adult support. *I can explore food textures by touching different food*	Food Around the World- Italy L.O To add cheese to a pizza. Activity-Spread sauce onto a pitta, then practise picking up and sprinkling grated cheese over it. *I can explore food textures by touching different food*	Food Around the World- Italy L.O To add toppings to a pizza. Activity-Spread sauce, sprinkle cheese and choose an additional topping to add before an adult cooks the pizza. *I can explore food textures by touching different food*
Education + Employment	Communication and Language 	**Non-Fiction/Fact Files** L.O. To engage with a non-fiction book about Italy. Little wandle phonics EFL individual targets TEACCH workstations	**Non-Fiction/Fact Files** L.O. To identify familiar Italian foods in a non-fiction book. Little wandle phonics EFL individual targets TEACCH workstations	**Non-Fiction/Fact Files** L.O. To respond to simple information about drinking water. Little wandle phonics EFL individual targets TEACCH workstations	**Non-Fiction/Fact Files** L.O. To match clothing to information about the weather. Little wandle phonics EFL individual targets TEACCH workstations	**Non-Fiction/Fact Files** L.O. To identify pictures linked to homes and shelter. Little wandle phonics EFL individual targets TEACCH workstations	**Non-Fiction/Fact Files** L.O. To match a familiar food picture when sharing a non-fiction book. Little wandle phonics EFL individual targets TEACCH workstations	**Non-Fiction/Fact Files** L.O. To recall familiar information from a non-fiction book. Little wandle phonics EFL individual targets TEACCH workstations
	Number and Problem Solving	**Shape, Position and Direction**	**Shape, Position and Direction**	**Shape, Position and Direction**	**Shape, Position and Direction**	**Shape, Position and Direction**	**Shape, Position and Direction**	**Shape, Position and Direction**

		L.O. To match identical shapes. EFL individual targets	L.O. To recognise familiar shapes. EFL individual targets	L.O. To sort objects by shape. EFL individual targets	L.O. To explore in and out. EFL individual targets	L.O. To explore on and under. EFL individual targets	L.O. To respond to up and down. EFL individual targets	L.O. To explore moving forwards and backwards. EFL individual targets
	Science 	Forces L.O- To explore changing shape by pushing. Activity- Squash playdough balls into flat pancakes using hands, noticing how pushing changes their shape. *I can explore how things move (rolling, sliding, pushing, pulling).*	Forces L.O- To explore changing shape by pulling. Activity- Pull playdough sausages to make them longer or pull them apart, then squash them together and repeat. *I can explore how things move (rolling, sliding, pushing, pulling).*	Forces L.O- To explore making marks by pressing. Activity- Push toy cars across flattened playdough and press their wheels into it to make tracks and impressions. *I can explore how things move (rolling, sliding, pushing, pulling).*	Forces L.O- To explore pushing objects to make them move. Activity- Push cars towards a finish line made from a strip of paper, exploring gentle and stronger pushes. *I can explore how things move (rolling, sliding, pushing, pulling).*	Forces L.O- To explore stopping a moving object. Activity- Take turns rolling a ball across a table or floor and stopping it with hands before rolling it back. *I can explore how things move (rolling, sliding, pushing, pulling).*	Forces L.O- To explore how a push moves objects. Activity- Roll a ball towards a small tower of empty plastic cups, then rebuild it and try again. *I can explore how things move (rolling, sliding, pushing, pulling).*	Forces L.O- To explore how a barrier affects movement. Activity- Make roadblock and push a car towards it, watching whether the car stops or changes the dough's shape. *I can explore how things move (rolling, sliding, pushing, pulling).*
Community + Relationships	World Around Us 	**Subject:** Geography **Topic:** Volcanoes L.O- To explore pictures of volcanoes. Activity- Explore photographs of volcanoes and colour a simple volcano picture using crayons or chunky pens. *I can show curiosity and persistence when investigating new objects or activities.*	**Subject:** Geography **Topic:** Volcanoes L.O- To explore colours representing lava. Activity- Dab and swirl red and orange paint onto a volcano outline using sponges or fingers. *I can show curiosity and persistence when investigating new objects or activities.*	**Subject:** Geography **Topic:** Volcanoes L.O- To explore a volcano's rocky surface. Activity- Scrunch and stick brown paper onto a volcano picture to make a textured surface. *I can show curiosity and persistence when investigating new objects or activities.*	**Subject:** Geography **Topic:** Volcanoes L.O- To identify lava on a volcano picture.. Activity- Pull apart red and orange tissue paper and stick it flowing down from the top of a volcano picture. *I can show curiosity and persistence when investigating new objects or activities.*	**Subject:** Geography **Topic:** Volcanoes L.O- To help make a volcano model. Activity- with adult support I can begin to make a volcano model. *I can show curiosity and persistence when investigating new objects or activities.*	**Subject:** Geography **Topic:** Volcanoes L.O- To explore the features of a volcano model. Activity- with adult support I can finish making a volcano model. *I can show curiosity and persistence when investigating new objects or activities.*	**Subject:** Geography **Topic:** Volcanoes L.O- To observe a model volcano erupting. Activity- Watch an adult mix bicarbonate of soda and vinegar in a small container placed inside a volcano model on a tray, creating a bubbling eruption. *I can show curiosity and persistence when investigating new objects or activities.*
	PHSE 	**Topic:** Responsibilities L.O- To begin to recognise the effects of actions and participate in putting things right with adult support.						

		Activity- Through engaging adult-led demonstrations, pupils will explore simple actions and their consequences, such as knocking down a tower and helping to rebuild it. Adults will model and support opportunities to help others, care for shared resources and put things right during familiar routines and trips. *I can follow classroom rules and routines.*						
Health + Wellbeingff	Music 	**Topic:** Natural Sound **Intent:** Understanding high and low sounds. Music is delivered by Rhythm time						
	I.T 	**Topic:** Respect Online L.O- To engage with a simple ICT activity. Activity- Explore a simple cause-and-effect game alongside an adult. *I know that digital devices must be used carefully.*	**Topic:** Respect Online L.O- To explore handling a device with care. Activity- Practise handling a tablet carefully and placing it on the table with adult support. *I know that digital devices must be used carefully.*	**Topic:** Respect Online L.O- To experience taking turns. Activity- Take short turns playing a simple game with an adult or peer. *I can understands simple boundaries (e.g., "We ask an adult before using the iPad").*	**Topic:** Respect Online L.O- To explore using technology to greet someone. Activity- Use the Widgit communication tool to select "hello" and greet an adult or peer with support. *I can begin to understand the idea of respectful use of technology.*	**Topic:** Respect Online L.O- To communicate a choice during an ICT activity. Activity- Use the Widgit communication tool to choose "more" or "stop" during a familiar game. *I can understands simple boundaries (e.g., "We ask an adult before using the iPad").*	**Topic:** Respect Online L.O- To explore asking an adult for help. Activity- Practise selecting "help" on the Widgit communication tool when support is needed during a game. *I can understands simple boundaries (e.g., "We ask an adult before using the iPad").*	**Topic:** Respect Online L.O- To participate in a shared ICT activity. Activity- Share a favourite game with an adult or peer, practising gentle hands and short turns. *I know that digital devices must be used carefully.*
	Art 	**Topic:** 3D Models L.O- To explore and combine different textures. Activity- Feel soft fabric, bumpy cardboard, foil and sponges, then choose pieces to stick onto a paper plate to create a textured picture. *I can explore and play with different materials, textures, and tools.*	**Topic:** 3D Models L.O- To explore shaping clay to make a face Activity- Squash a chunky piece of clay and use fingers to poke eyes and a mouth, adding clay pieces for a nose or hair. *I can use tools and materials safely and with growing control.*	**Topic:** 3D Models L.O- To explore scrunching and joining paper to make a 3D poppy. Activity- Scrunch red tissue paper and stick it onto a card circle, adding a black paper centre to create a raised 3D poppy. *I can use a variety of techniques, textures, and materials in my artwork.*	**Topic:** 3D Models L.O- To explore changing materials into 3D shapes. Activity- Scrunch and squeeze foil into different shapes, then help attach them to a cardboard base to make a sculpture. *I can use a variety of techniques, textures, and materials in my artwork.*	**Topic:** 3D Models L.O- To explore making textures in clay. Activity- Press leaves, bark and chunky classroom objects into thick clay shapes, lifting them away to discover the patterns. *I can use tools and materials safely and with growing control.*	**Topic:** 3D Models L.O- To explore adding fabric to a 3D object. Activity- Choose fabric pieces to wrap, tuck and glue around a clean yoghurt pot, creating a colourful textured model. *I can explore and play with different materials, textures, and tools.*	**Topic:** 3D Models L.O- To explore adding textures to a 3D Christmas model. Activity- using green materials to stick to a Christmas tree base. *I can use a variety of techniques, textures, and materials in my artwork.*

	PE 	**Topic:** Hockey L.O- To explore using a hockey stick. Activity- Explore holding a lightweight hockey stick and gently touching a large soft ball with adult support. *I can move objects in a deliberate way -(throw, roll, drop).*	**Topic:** Hockey L.O- To continue to explore using a hockey stick. Activity- Explore holding a lightweight hockey stick and gently touching a large soft ball with adult support. *I can move objects in a deliberate way -(throw, roll, drop).*	**Topic:** Hockey L.O- To push a ball using a hockey stick. Activity- Use the flat side of the stick to gently push a stationary ball towards a nearby marker. *I can move objects in a deliberate way -(throw, roll, drop).*	**Topic:** Hockey L.O- To move forwards with a ball and stick. Activity- Gently push the ball forward with adult support. *I can move objects in a deliberate way -(throw, roll, drop).*	**Topic:** Hockey L.O- To continue to practise using a hockey stick. Activity- Gently push the ball forward with adult support. *I can move objects in a deliberate way -(throw, roll, drop).*	**Topic:** Hockey L.O- To continue to practise using a hockey stick. Activity- Gently push the ball forward with adult support. *I can move objects in a deliberate way -(throw, roll, drop).*	**Topic:** Hockey L.O- To move a ball towards a target. Activity- Guide the ball towards and through a wide gate made from two cones or floor markers. *I can move objects intentionally towards a target*