

### English: Sensory Story is Jack and the Beanstalk

- Engage with a familiar story linked to plants and growing.
- Use a sensory communication board to support making choices (e.g. "I want beans," "I want leaves," "I want water").
- Learn new topic-based vocabulary (bean, leaf, stem, grow, tall, giant).
- Develop comprehension through simple sequencing of events in a familiar narrative (e.g. planting the bean → beanstalk grows → climbing → meeting the giant).
- Explore natural materials through sensory bins/trays (soil, leaves, seeds, water), linking directly to key moments in the story.

### English / Reading (Phonics)

- Phase 1 and 2 phonics using plant- and garden-themed words (e.g. leaf, seed, tree, soil, sun), with repeated oral, visual, and tactile practice.
- Flashcards and picture/symbol matching using plants, flowers, tools, and garden items, supporting recognition, vocabulary, and early decoding skills.
- Daily phonics sessions with multi-sensory activities (e.g. tracing letters in soil/sand, forming letters with leaves or playdough), reinforcing letter-sound correspondence through the garden theme.
- Reading for pleasure using chat mats and storybooks about plants, gardens, growth, and nature, encouraging curiosity and engagement with seasonal changes.
- Labelling and environmental print around the classroom or garden area (e.g. "plant," "water," "soil," "flower"), helping pupils connect written words to real-world meaning.
- Story sequencing and comprehension games: Use pictures, objects, or symbols to order events in plant-themed stories (e.g. planting and growing a seed), reinforcing sequencing skills across the curriculum.

### Science: Plants and Seasons

- Attention Autism Stages 1–2 using plants and seasonal elements (e.g. watering plants, falling leaves, blooming flowers, spinning wind toys).
- Exploring plant parts through sensory science (roots, stems, leaves, flowers) using touch, smell, and visual investigation (e.g. herbs, petals, soil, bark).
- Investigating different plants and natural materials (grass, flowers, seeds, leaves), comparing textures, colours, and simple functions through safe, hands-on exploration.
- Cause-and-effect experiments related to plants and seasons (e.g. watering plants and observing change, sunlight vs shade, wind moving leaves or petals).
- Sensory explorations using plant and garden themes (soil trays, planting seeds, water play with flowers, leaves and natural materials), continuing hands-on investigation similar to previous sensory activities.
- Exploring what plants need to grow (water, sunlight, soil), using practical activities such as planting, watering routines, and observing changes over time.
- Simple mixing and change activities linked to plants (making "mud", flower potions, leaf mixtures, natural dyes, or sensory garden materials).

### Maths:

- Counting familiar objects in plants and gardens (e.g. leaves, flowers, seeds, plant pots), using concrete resources, repetition, and 1:1 support to generalise counting skills previously learned with other topics.
- Ordering and sequencing using "first" and "next" through simple, visual planting routines (e.g. first fill the pot, next add the seed, then water it), reinforcing earlier sequencing skills.
- Exploring units of time through predictable daily routines (morning, afternoon, night) linked to plant care and outdoor activities, supported by visual timetables and symbols.
- Learning days of the week through routine-based activities (e.g. watering days, gardening days), using songs, visuals, and repetition to support memory and understanding.
- Money role play using structured, motivating scenarios (e.g. buying plants, seeds, or gardening items), focusing on turn-taking, choice-making, and matching coins rather than calculation.
- Turn-taking maths games with clear structure and visual cues (e.g. each child plants one seed or adds one item to a garden tray), supporting communication, waiting, and shared focus.
- Developing spatial awareness through role play and movement (e.g. in/out of pots, under/over plants, next to/between garden objects), building on earlier spatial learning.
- Simple plant-themed bingo and matching games (numbers, quantities, objects), using minimal language, consistent formats, and repetition to support understanding and confidence.

# Plants and Gardens

Summer Term 2026

Beaver Class



### Topic/ History and Geography:

#### Geography – Plants and Gardens

- Exploring plants and environments around the world (e.g. rainforests, deserts, gardens, forests), using images, sensory materials, and simple comparisons, building on previous country-based learning.
- Comparing natural environments and plant types (e.g. tropical plants vs local garden plants), encouraging tactile exploration of leaves, soil, bark, and flowers.
- Exploring plants and foods connected to pupils' heritage and culture (e.g. fruits, vegetables, herbs used in family cooking), reinforcing identity and personal connections.
- Creating sensory garden trays (e.g. soil, sand, water, leaves), allowing pupils to explore and build their own "gardens" through hands-on play.

#### History – Plants and Gardens

- Observing seasonal changes over time (e.g. spring to summer), using visuals, outdoor exploration, and simple discussions to build early awareness of change.
- Participating in seasonal and cultural celebrations (e.g. Easter, Eid al-Fitr, Diwali), linking to nature, growth, food, and traditions.
- Exploring how plants grow and change over time (seed → plant → flower), using simple sequencing, observation, and repetition to build understanding of early life cycles.
- Engaging in planting and gardening activities over time (e.g. planting seeds and observing growth), supporting understanding of change, care, and progression through hands-on experiences.

### Life skills/Community:

- Cooking and food exploration using plant-based and seasonal ingredients (e.g. making simple snacks, fruit salads, spreading, pouring, tasting fruits/vegetables), building on previous cooking activities to support independence, sensory tolerance, and safe food handling.
- Sorting, matching, and using kitchen utensils safely (e.g. spoons, bowls, cups), embedded within food preparation routines and repeated practice to reinforce functional skills.
- Developing independence in donning clothing for outdoor and community activities (e.g. coats, wellies, hats), using visual prompts, backward chaining, and consistent routines to build confidence and self-help skills.
- Learning to stay safe in outdoor and community environments, with an increased focus on regular walks to Hallfield, supporting awareness of roads, pathways, other people, and environmental hazards.
- Practising safety within the school and outdoor environments (e.g. garden area, playground, hall, toilets), reinforcing routines and expectations using visual supports and consistent language.
- Developing independence in toileting routines across settings, supported by visual schedules, consistent prompts, and positive reinforcement.
- Managing lunchtime routines and movement breaks (carrying items, sitting safely, washing hands before and after eating), supporting regulation and independence across different environments.

### PSHE/RSE:

- Staying safe in outdoor and garden environments (e.g. tools, plants, insects, uneven ground), linking to previous safety learning and using visuals, role play, and simple rules.
- Developing independence with dressing for different weather and outdoor activities (e.g. coats, hats, wellies, sun hats), using visual prompts to support decision-making and self-care.
- Personal hygiene routines linked to outdoor learning (e.g. washing hands after gardening, before eating), using structured visuals, sequencing cards, and consistent routines to promote independence.
- Understanding different environments and boundaries (e.g. garden vs classroom, safe areas vs unsafe areas), building on prior learning about public and private spaces.
- Learning and practising "yes" and "no" in everyday situations (e.g. touching plants, sharing tools, personal space), supported by symbols, role play, and repetition.
- Requesting choices and expressing preferences within garden and outdoor activities (e.g. choosing plants, tools, or sensory activities), encouraging functional communication.
- Developing sharing and turn-taking skills through structured play (e.g. planting together, watering plants, using tools), supporting cooperation and early friendship skills.
- Understanding friendship and positive interactions (being kind, helping others, working together in outdoor tasks), using social stories, modelling, and Attention Autism approaches.
- Weekly fine motor skills sessions will be incorporated as advised by the Occupational Therapist (OT), focusing on developing hand strength, coordination, and control through structured and engaging activities (e.g. planting seeds, digging, pouring, grasping tools, and sensory manipulation).