

English: Reading and Spoken language:

- To listen to and engage in the sensory story 'The Enormous Turnip', responding at an appropriate level.
- To learn and use key vocabulary from the story through symbols, objects and Makaton signs.
- To build simple sentences and respond to questions related to the story using verbal language, symbols or AAC, with appropriate support.
- To recognise and match familiar functional words and symbols in different contexts during 'Vocabulary Group' sessions.
- To develop attention, turn-taking and engagement skills through Attention Autism sessions.
- To use AAC systems consistently to request, comment and respond with increasing independence across daily activities.
- To develop phonological awareness and sound discrimination skills through sensory-based activities.
- To develop symbol reading skills by recognising and responding to key symbols in the school and wider community.

Writing:

- To develop confidence in mark making using a range of tools and materials.
- To develop control in mark making, including simple lines and shapes.
- To begin to form letters and simple words or give meaning to marks with increasing independence.

Topic/ History and Geography

Geography

- To explore and identify natural features in the immediate environment (e.g. plants, soil, trees, weather) using sensory experiences.
- To develop awareness of different places by exploring the school grounds and recognising key features (e.g. garden, playground, indoor/outdoor spaces).
- To begin to recognise and respond to simple geographical vocabulary related to plants, weather and environments (e.g. plant, water, sun, rain, grow).
- To explore and respond to simple maps, photos or visual representations to recognise familiar places (e.g. school, garden, outdoor areas).

History

- To develop an awareness of past and present by exploring changes in plants, gardens and familiar environments over time.
- To recognise and recall familiar past events and experiences (e.g. planting, trips, activities) using photos, objects and visual supports.
- To begin to understand that things change over time through exploring seasonal changes and growth (e.g. plants growing, weather changes).
- To experience and engage in meaningful events and activities (e.g. planting, dressing up, role play) linked to past and present contexts.

RE: To explore and experience a range of religious festivals and beliefs through sensory activities, developing awareness of special events and reflecting on their own experiences while promoting positive values such as respect, kindness and sharing.

Science

- To explore and experience plants using the senses (e.g. touching, smelling, observing).
- To develop an awareness that plants grow and change over time.
- To recognise and name basic parts of a plant (e.g. leaf, flower, stem) using objects, photos or symbols.
- To develop an awareness of light and dark through sensory activities.
- To explore different light sources and respond to changes in light (e.g. turning lights on/off, natural light).
- To develop an understanding that light helps us to see and is part of our daily environment.

Food Technology

To develop independence in preparing simple foods by using hands and basic utensils safely, while exploring and describing different textures, smells and tastes.

Maths

- To develop early estimation skills by exploring "how many" and "how long" through practical and sensory activities.
- To develop counting and number skills by counting objects and people in real-life contexts (e.g. during travel, routines and play).
- To develop an understanding of sharing and simple fractions through practical activities (e.g. sharing objects into equal groups).
- To develop awareness of time through the use of visual timetables, sequencing daily events and understanding key time vocabulary (e.g. now, next, first, then).

**Plants and Gardens
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Life skills/Community

- To explore and navigate the local environment (e.g. playground, shop, garden) with support, responding to simple directional language.
- To practise safe behaviours in the community, including walking safely, stopping, and following adult guidance.
- To follow simple routines and instructions during community visits (e.g. playground activities, shopping tasks).
- To engage in community experiences, showing appropriate behaviour and developing awareness of the environment (e.g. plants, outdoor spaces, people and places).

PSHE

- To recognise and name body parts and develop an awareness of body changes as we grow.
- To understand the difference between appropriate and inappropriate touch, and public and private behaviours.
- To develop independence in personal hygiene routines (e.g. washing hands, brushing teeth).
- To develop an understanding of consent by communicating "yes" and "no" using verbal language, signs or AAC.

RSE

- To identify and name basic body parts, including private body parts, using appropriate vocabulary, symbols or signs.
- To recognise differences between male and female bodies at an appropriate level.
- To develop an understanding of appropriate and inappropriate touch, including good touch and bad touch.
- To understand the difference between public and private body parts, places and behaviours.