

## Personal development

### PSHE

**what?** Self awareness **How?** Things we are good at, Kind and unkind behaviours, Playing and working together, People who are special to us, Getting on with others

### RE

**Christianity** **How?** L2.1 What do Christians learn from the creation story? [Creation/Fall]

### Thrive

**Developing our social and emotional wellbeing**

**How?** Taking part in a range of active tasks to develop our sensory, social, emotional and wellbeing skills

## Maths

**what?** Number value and Place value  
Addition and subtraction

**How?** The children will be developing their number skills and knowledge through and variety of active learning tasks to help them achieve a mastery level which they can apply within their daily lives.

## English

### Communication and interaction

**what?** Working on our communication/ attention/listening skills

**How?** Group time

Stages 1-3

Social and vocabulary use and understanding development activities

### Reading and phonics

**what?** Developing a love of reading, reading skills and comprehension

**How?**

Following RWI programme or early reading pathway. Reading comprehension - Colourful semantics-' Who, is doing, what, where, Sequencing

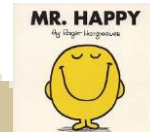
### Writing

**what?** Developing our fine motor/handwriting skills/ writing skills

**How?** Variety of fine motor tasks, read write Inc handwriting tasks, colourful semantics -, SPAG skills development tasks, and our purpose for writing will be about creating a narrative piece about an adventure. Developing use of finger spaces, full stops and capital letters.

# Badgers Term

1- Mr men



## Understanding the world

**what?** Me my body and where I live

**How?** Learning about ourselves, our family's, where we live and how we can keep our bodies healthy and clean.

## Computing

**what?** Coding

Purple Mash Year 1 programmes

**How?** Using

## Food technology

**what?** Where our food comes from **How?** Identifying how to follow a basic hygiene routine while cooking. (Clean surfaces, wearing an apron, washing hands, hair tied back). Following instructions/ recipes using a kettle, toaster and microwave safely (no metal) with support to prepare/ make food or drinks. (Slicing, grating, stirring)

Measuring using non- standard measurements

## Our world

## Expressive arts

**what?** Vocal and body sounds

**How?**

Learning how music can be used to represent an environment. Developing understanding of Quiet and loud sounds. Making instrument choices to represent environments. e.g. embodying 'the different Mr men' and different environments .

## Physical development

### Active skills

**what?** Ball Skills – football

**How?**

development of kicking and ball movement skills Outdoor learning

**what?**

**Exploring the outdoors and working together** **How?**

students will work together to develop a group understanding of each other's strengths and weaknesses, through team building games, problem solving and reflection time. Understanding appropriate clothing, supported dressing.

### Sensory

**breaks/Sensory circuits**

**what?** Movement

**How?** Throughout each day the children will take part in a range of movement breaks and sensory circuits to help them to be ready to learn