

Willows Curriculum Information – Summer 1

Independence and Community	Personal, Social and Emotional Development	Physical Development
Life Skills Road safety and travelling Planning journeys Computing RE Can I engage with sounds that bring joy? Can I explore and respond to rhythm? Can I listen and respond to joyful Islamic music or prayer? Can I express joy through body movement and gesture? Can I connect symbols to the concept of joy and happiness? Can I express joy in a group setting through sound and movement?	PSHE Emotional Regulation Sensory circuits and OT programmes Learning breaks and walks Opportune moments throughout the school day using visual aids where appropriate Greetings	OT Daily sensory circuits Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate) PE To explore movement on large apparatus, practicing skills like climbing, crawling under, and crossing equipment. These activities aim to develop balance, coordination, and body awareness, while promoting sensory exploration and encouraging positive interaction with peers and staff in a supportive, fun environment. To move my body in different ways to express myself and build coordination.

UKS2 Spring 2 Cycle B

Topic Name – Dinosaurs

Foci – Sam’s Sandwich, Pancake Day, Foods from Around the World (France, Italy, Mexico)

Learning and Problem Solving		Interests and Play	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Early reading through the use of: <ul style="list-style-type: none"> - Sensory Stories - Poems/Rhymes - Trips to the school library Early phonics through the use of: <ul style="list-style-type: none"> - Sound exploration and discrimination - Visual discrimination - What’s in the box? Communication and language through the use of: <ul style="list-style-type: none"> - PECS - ALD boards - Nursery rhymes Early writing through the use of: <ul style="list-style-type: none"> - Daily fine motor skills activities - Daily gross motor skills activities - Mark making activities 	Weeks 1 and 2 – Exploring money <ul style="list-style-type: none"> - Recognising coins - Manipulating coins - Matching coins - Coin exchange - Playing shops Weeks 3 and 4 - Exploring pattern and symmetry <ul style="list-style-type: none"> - Printing - Stamping - Sensory patterns - Making patterns with ICT Weeks 5 and 6 – Exploring capacity <ul style="list-style-type: none"> - Filling and emptying - Sand play - Water play - Fine motor filling activities - Manipulating containers - stacking 	Explore, with increased attention and recall, weather and related activities associated with the seasons, including intentional communication Explore, with increased attention and recall, the natural world around them, including intentional communication Explore objects, open-ended activities, resources and sensory experiences with increasing attention and recall, including intentional communication Explore familiar activities, games and experiences, with increasing attention and recall, including intentional communication Talks about past and present events in their own life and in the lives of family member	Build a collection of songs and dances Tap out simple repeated rhythms Make music in a range of ways, e.g. play with sounds creatively, play along to the beat of the song they are singing or music they are listening to Use lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience Selects the tools and techniques they need to shape, assemble and join materials they are using
Ongoing interventions – Individualised SCERTS targets, Bucket Time, TACPAC, HandyPac, Sensology, Sensory Diets, Speech and Language and OT Plans, Intensive Interaction, TEACCH			