

## Willows Curriculum Information – Autumn 2

Independence and Community	Personal, Social and Emotional Development	Physical Development
<b>Life Skills</b> My play and leisure – play, leisure and special interests My Independence – meals and dining, budgeting and shopping My travel – road safety and travelling, planning journeys and commuting <b>RE</b> To explore the concept of differences and similarities To explore the concept of Sala through unity To explore the sensory experience of Islamic prayer To explore the Baha approach to unity TO begin to reflect on personal values and the importance of unity and harmony	<b>PSHE</b> Health and wellbeing Relationships Living in the wider world  <b>Emotional Regulation</b> Sensory circuits and OT programmes Learning breaks and walks Opportune moments throughout the school day using visual aids where appropriate Greetings	<b>OT</b> Daily sensory circuits Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate)  <b>PE</b> To develop physical, social, and emotional well-being as outlined in the English National Curriculum. Through cooperative parachute games, pupils enhance their gross motor skills, learn how to take turns and interact socially, and build confidence in working within a group.

### UKS2 Autumn 2 Cycle B Topic Name – Bright Lights Foci – Bonfire Night, Diwali, Christmas

Learning and Problem Solving		Interests and Play	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Early reading through the use of:</b> <ul style="list-style-type: none"> <li>- Bonfire Night Poems/videos of fireworks</li> <li>- Fireworks Sensations (Sensory Soup)</li> <li>- The Diwali Sensory Story Christmas Poems/Rhymes</li> <li>- Trips to the school library</li> </ul> <b>Early phonics through the use of:</b> <ul style="list-style-type: none"> <li>- Sound exploration and discrimination</li> <li>- Visual discrimination</li> <li>- What's in the box?</li> </ul> <b>Communication and language through the use of:</b> <ul style="list-style-type: none"> <li>- PECS</li> <li>- ALD boards</li> <li>- Nursery rhymes</li> </ul> <b>Early writing through the use of:</b> <ul style="list-style-type: none"> <li>- Daily fine motor skills activities</li> <li>- Daily gross motor skills activities</li> <li>- Mark making activities</li> </ul>	<b>Weeks 1 and 2 – Exploring money</b> <ul style="list-style-type: none"> <li>- Matching money</li> <li>- Money songs – 1 currant bun</li> <li>- Counting 1 pence pieces (1:1 correspondence)</li> <li>- Number and coin recognition activities</li> <li>- Coin rubbing</li> </ul> <b>Weeks 3 and 4 - Exploring pattern and symmetry</b> <ul style="list-style-type: none"> <li>- Puzzles</li> <li>- matching</li> <li>- threading beads</li> <li>- symmetry prints and printing</li> <li>- Makaton patterns</li> <li>- Same and different</li> </ul> <b>Weeks 5 and 6 – Exploring capacity</b> <ul style="list-style-type: none"> <li>- Filling and pouring</li> <li>- Sand play</li> <li>- Water play</li> </ul>	<ul style="list-style-type: none"> <li>- how interest in the lives of people who are familiar to them</li> <li>- Enjoy joining in with family customs and routines</li> <li>- Remember and talk about significant events in their own experience</li> <li>- Recognise and describes special times or events for family or friends</li> <li>- Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> <li>- Demonstrates an understanding of about own life and favourite things</li> </ul>	Explore and learn how sounds and movements can be changed Sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home  Explore moving in a range of ways, e.g. mirroring, creating own movement patterns  Create and use sounds intentionally  Explore colour and how colours can be changed  Use tools for a purpose  Handles tools, objects, building and malleable materials safely and with increasing control