

Willows Curriculum Information – Spring 1

Independence and Community	Personal, Social and Emotional Development	Physical Development
<p>Life Skills Personal care and hygiene Dressing and appearance Home management</p> <p>RE Can I explore the Importance of Prophet Ibrahim and the Five Pillars of Islam? Can I explore Prophet Ibrahim and the Five Pillars of Islam through sensory exploration? Can I experience key concepts of the Five Pillars of Islam through sensory activities? Can I explore symbols related to trust in Islam and create a personal connection with them? Can I explore how statues help us remember important people and stories?</p>	<p>PSHE Self-Care Support Safety</p> <p>Emotional Regulation Sensory circuits and OT programmes Learning breaks and walks Opportune moments throughout the school day using visual aids where appropriate Greetings</p>	<p>OT Daily sensory circuits Personal OT programmes (where appropriate) Personal physiotherapy programmes (where appropriate)</p> <p>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.</p>

UKS2 Spring 1 Cycle B

Topic Name – Heroes and Villains

Foci – Superworm, Super Duper You, Highway Rat

Learning and Problem Solving		Interests and Play	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Early reading through the use of:</p> <ul style="list-style-type: none"> - Sensory Stories - Poems/Rhymes - Trips to the school library <p>Early phonics through the use of:</p> <ul style="list-style-type: none"> - Sound exploration and discrimination - Visual discrimination - What's in the box? <p>Communication and language through the use of:</p> <ul style="list-style-type: none"> - PECS - ALD boards - Nursery rhymes <p>Early writing through the use of:</p> <ul style="list-style-type: none"> - Daily fine motor skills activities - Daily gross motor skills activities - Mark making activities 	<p>Weeks 1 and 2 – Data Handling</p> <ul style="list-style-type: none"> - Sorting - Puzzles - Colour sorting - Races – fast and slow - Peg boards <p>Weeks 3 and 4 - Early measure skills</p> <ul style="list-style-type: none"> - Pouring - Filling - Water play <p>Weeks 5 and 6 – Problem Solving</p> <ul style="list-style-type: none"> - Puzzles - Shape sorters - Fine motor activities 	<ul style="list-style-type: none"> - Develops further responses to weather and related activities associated with the seasons, including intentional communication - Develops further responses to the natural world around them, including intentional communication - Develops further responses when exploring objects, including intentional communication - Develops further responses to open-ended activity and sensory experiences, including intentional communication - Develops further responses to familiar activities, games and experiences, including intentional communication - Recognises the importance of keeping healthy and those things which contribute to this 	<p>Explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Join in with moving, dancing and ring games</p> <p>Tap out simple repeated rhythms</p> <p>Create and use sounds intentionally</p> <p>Use lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Draws person with head and one or two other features or parts</p> <p>Builds complex things with a wide range of objects, selecting appropriate resources and adapting their work where necessary</p>

Ongoing interventions – Individualised SCERTS targets, Bucket Time, TACPAC, HandyPac, Sensology, Sensory Diets, Speech and Language and OT Plans, Intensive Interaction, TEACCH