

<p align="center"><u>Literacy</u> Willy the Wimp by Anthony Browne</p>	<p align="center"><u>Maths</u> Number Length/Weight/Capacity</p>	<p align="center"><u>Science</u> Materials</p>	<p align="center"><u>ICT</u> Intro to multimedia tools</p>	<p align="center"><u>Humanities</u> Geography – How and where do we spend out time? RE - Christianity</p>
<p>*To share weekend news every Monday in a small group *To engage and participate in a sensory story – Willy the Wimp by Anthony Browne *To write a book review and give your opinion on what you like and dislike *To make simple predictions about characters *To initiate and develop own composition with adult support *To produce some meaningful print associated with their name.</p>	<p>*To participate in a number song *To revisit counting, reading and number formation *To solve problems involving up to 10 objects in a range of contexts *To use the language of direct comparison, e.g. longer/longest, shorter/shortest, more/less, heavier/lighter *To order three or more objects using direct comparison where there is a significant difference</p>	<p>*To know that things are made from materials *Understand that materials have special properties *Improve the vegetable garden by making appropriate items *Improve the sensory garden by making wind chimes from different materials *Improve the wildlife garden by making bird feeders and an interactive water play feature.</p>	<p>*Use a variety of ICT tools to obtain pictures with support *To be able to put pictures into a multimedia program. *To add effects to their pictures with support</p>	<p>*Discuss our local area and how we spend our time – both inside and outside of school. *To visit some popular local attractions and enjoy spending time out of school with friends. *To understand why we celebrate St Georges Day *To engage with pupils from a different school *To be proud of our school and show the Yr 6 pupils around our facilities, interacting with them appropriately.</p>
<p><u>Topic: Where and how do we spend our time?</u></p>				
<p align="center">Creativity – Art</p>	<p align="center">Sensory Activities</p>	<p align="center">Sensory Activities</p>	<p align="center">Physical Education and Development</p>	<p align="center">Design Technology</p>
<p><u>Making Art in different ways.</u> *Jackson Pollock splash/spray art on rocks – make a large flower for the garden *Hockney and Turner water colour – if nice weather do outside <u>Fun ways of painting</u> *3. 'No brush' painting – lego, cars, forks, potatoe masher, sponges, nail brush, shower scruncy etc *4. Bubble art *5. Painting ice cubes *6. Masking tape art <u>PMLD painting</u> *5. Mixing ice cubes and food colouring *6. Fingerprint/masking tape art</p>	<p><u>Sensory Circuits</u> *PMLD pupils will experience a range of sensory activities once a week. Join with Blue 2. <u>Sensory Story</u> Jim and the Beanstalk.</p>	<p><u>Holistic Music Discovery Box</u> *PMLD pupils only, different textures and smells to promote cognitive and creative development with one to one support. <u>Messy Play</u> *Food colouring and spaghetti *Glitter Jelly *Whipped cream and food colouring *Cous cous/rice and food colouring *Rainbow soap slime</p>	<p><u>PE</u> <u>Floor Volleyball</u> * To work as a team both during games and whilst setting up and finishing sessions. * To share responsibilities by way of peer support in coaching and helping each other (adult support) *Experience and explore sending and receiving skills, with emphasis on connecting with a target. * To develop persistence skills allowing the opportunity to increase accuracy. <u>Swimming</u> <u>Hydro Therapy – PMLD</u> <u>Wake Up and Shake Up</u></p>	<p><u>Cooking</u> Soups *to explore a range of fruit and vegetables and recognise their value in their diet *to be able to prepare fruit and vegetables using a selection of equipment and techniques *To be able to design and make a salad r soup using five fruits or vegetables.</p>

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