

Willows Curriculum Information – Spring 2

Independence and Community	Personal, Social and Emotional Development	Physical Development
<p>Life Skills Leisure Money and budgeting Planning Journeys</p> <p>RE Can I show what kindness is? Can I show how Jesus showed kindness? Can I explore the feeling of kindness and forgiveness? Can I explore the feeling of kindness and forgiveness? Can I match pictures that show love and kindness? Can my actions show kindness?</p>	<p>PSHE Keeping Safe Online Public and Private Self-Image and Identity (Project Evolve)</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. To move my body in different ways to express myself and build coordination.</p>

UKS2 Spring 2 Cycle B

Topic Name – Around the World in 80 Dishes

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
<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 – Exploring position</p> <ul style="list-style-type: none"> - Sand play - Water play - Putting toys in a box - Obstacle courses - Gross motor position <p>Weeks 3 and 4 - Exploring colour</p> <ul style="list-style-type: none"> - Sensory colour exploration - Exploring colour mixing - Colour sort - Coloured water <p>Weeks 5 and 6 – Exploring shape</p> <ul style="list-style-type: none"> - Puzzles - Shape sorters - Fine motor activities - Search for shapes - Manipulating shapes 	<p>Explore, with increased attention and recall, weather and related activities associated with the seasons, including intentional communication</p> <p>Explore, with increased attention and recall, the natural world around them, including intentional communication</p> <p>Explore objects with increased attention and recall, including using intentional communication</p> <p>Explore, with increased attention and recall, open-ended activity and sensory experiences, including intentional communication</p> <p>Explore, with increased attention and recall familiar activities, games and experiences, including intentional communication</p>	<p>Build a collection of songs and dances</p> <p>Tap out simple repeated rhythms</p> <p>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</p> <p>Use their increasing knowledge and understanding of tools and materials to explore interests and enquiries and develop thinking</p> <p>Handles tools, objects, building and malleable materials safely and with increasing control</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